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THE LIBRARY JOURNAL

TWICE-A-MONTH — OCTOBER 15, 1924

FOUNDED 1876 — MONTHLY IN JULY AND AUGUST — VOL. 49, NO. 18

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R. R. BOWKER CO. NEW YORK

Published—Semi-monthly, September to June inclusive; Monthly in July and August—at 62 West 45th Street, New York. Entered as 2nd class matter June 18, 1879, at the Post Office at New York, N. Y., under act of March 3, 1879. $5 a year; 25c. a copy. Copyright, 1924

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Library Book Outlook

Space will not permit mention of all the worthwhile new library books that have appeared recently.

In fiction we have May Sinclair's 'Arnold Waterlow' (Macmillan, $2.50), which depicts the life of a man who tried to be absolutely honest with himself and the world; Lord Dunsany's 'The King of Elfland's Daughter' (Putnam, $2), a super-fairy-tale of days long past; Vicente Blasco Ibáñez's 'Queen Calafia' (Dutton, $2), a mingling of early California history with a modern Spanish love-story; Harvey O'Higgins' 'Julie Cane' (Harper, $2), a splendid full-length novel by the distinguished short-story writer; Compton Mackenzie's 'The Heavenly Ladder' (Doran, $2.50), completing the trilogy begun by 'The Parson's Progress' and 'The Altar Steps'; J. D. Beresford's 'Unity' (Bobbs-Merrill, $2.50), the story of a girl with a threefold personality; Stephen McKenna's 'To-morrow and To-Morrow' (Little-Brown, $2), the final instalment of the author's Sensationalists' Series; Thomas Nelson Page's 'The Red Riders' (Scribner, $2), a Civil War story; and Kate Douglas Wiggin's "Creeping Jenny; and other New England Stories' (Houghton-Mifflin, $1.75).

Travel-books are most numerous. There are 'Glimpses of Japan and Formosa,' by Harry A. Franck (915.2, Century, $3), the veteran vagabond traveller; 'A Gringo in Mañana-Land,' by Harry L. Foster (917.2, Dodd-Mead, $3), random journeys in Mexico and Central America; 'Down the Grand Canyon,' by Lewis R. Freeman (917.9, Dodd-Mead, $3.50), containing splendid photographic views; 'A Springtide in Palestine,' by Myriam Harry (915.6, Houghton-Mifflin, $4), charming impressions of the new country; 'Voyaging,' by Rockwell Kent (918.2, Putnam, $7.50), a sailboat trip southward from the Strait of Magellan, with characteristic drawings by the author; 'The Call of the Veld,' by Leonard Flemming (916.8, Holt, $3.50), dealing with the joys and difficulties of a settler's life in South Africa; 'Colombia: Land of Miracles,' by Blair Niles (918.6, Century, $3.50), as charming as the author's previous book on Ecuador; 'Seeing Canada,' by John T. Faris (917.1, Lippincott, $6.50), a new addition to his well-known 'American Travel' series; and 'The Land of Journey's Ending,' by Mary Austin (917.8, Century, $4), dealing with the Southwestern States. Ten other titles might be mentioned.

The outstanding biographical book is 'The Letters of Archie Butt, Personal Aide to President Roosevelt,' edited by Lawrence F. Abbott (Doubleday-Page, $5). Sir Arthur Conan Doyle reminisces in 'Memories and Adventures' (Little-Brown, $4.50); Selma Lagerlöf in 'Marbacka' (Doubleday-Page, $2.50); Count Robert Zedlitz-Trützschler, the former controller of the Kaiser's household, in 'Twelve Years at the Imperial German Court' (Doran, $5); Horace Annesley Vachell, the English novelist, in 'Fellow Travellers' (Stokes, $4); and Lewis Frank Tooker, for forty years with the *Century Magazine*, in 'The Joys and Tribulations of an Editor' (Century, $4).

There is a new life of Mazzini, the Italian patriot and conspirator, by Edyth Hinkley (Putnam, $6); a book on 'The Life and Teaching of Karl Marx,' by Max Beer (Small-Maynard, $1.50); sketches of Clemenceau, Mussolini, and other present-day European figures, in 'Those Europeans,' by Sisley Huddlestone (Putnam, $2.50; and a book of personalities about fourteen of our State governors, entitled 'Our American Kings,' by Frederick L. Collins (Century, $2.50).

Other biographical titles are 'The Life and Death of Cleopatra,' by Claude Ferval (Doubleday-Page, $2.50), translated from the French; 'Nell Gwyn: the Story of Her Life,' by Lewis Melville (Doran, $7.50); 'The Manuscript of St. Helena' (Appleton, $2), supposed to have been written by Napoleon four years before his death; and 'Beggars of Life,' by Jim Tully (A. & C. Boni, $3), a hobo autobiography.

'America: the Great Adventure,' by George Philip Krapp (973, Knopf, $4), a colorful historical narrative, is loudly heralded by the publisher; 'The Romance of Forgotten Towns,' by John T. Faris (973, Harper, $6), tells of interesting towns in the United States which have faded from the map; 'Medieval People,' by Eileen Power (940.1, Houghton-Mifflin, $2), and 'The Inns of the Middle Ages,' by W. C. Firebaugh (940.1, Pascal Covici, $7.50), seek to reconstruct certain phases of life in that period; 'The Awakening of Italy,' by Luigi Villari (945, Doran, $4), is a complete survey of the Fascista regeneration; and 'With Lawrence in Arabia,' by Lowell Thomas (940.9, Century, $4), deals with a romantic figure of the British Army during the World War.

Two poetry-books worth mentioning are 'The Upper Slopes,' by Margaret P. Sherwood (811, Houghton-Mifflin, $1.50) and 'A Pilgrim's Scrip,' by Cale Young Rice (811, Century, $1.50), both by Americans.

Percival Wilde's fifth collection of plays is entitled 'The Inn of Discontent; and other Fantastic Plays' (812, Little-Brown, $1.50). An anthology of 'One-Act Plays of To-day,' all by Englishmen, is compiled by J. W. Marriott (822, Small-Maynard, $2); 'The Best of Matthew Arnold's Prose' is presented by D. C. Somervell (828, Doran, $2); 'The Contemporary Drama of Russia' is surveyed by Leo Wiener, a professor at Harvard (891.7, Little-Brown, $2.50); and a 'George Eliot Dictionary' is offered by Isadore G. Mudge and M. E. Sears (823, Wilson, $3.25).

In sociology we have 'International Social Progress,' by George A. Johnston (331, Macmillan, $3.50), detailing the work of the International Labor Organization of the League of Nations; and 'Politics and Welfare,' by John Calvin Brown (329, Brentano's, $2), dealing with most of the live issues in the Presidential campaign.

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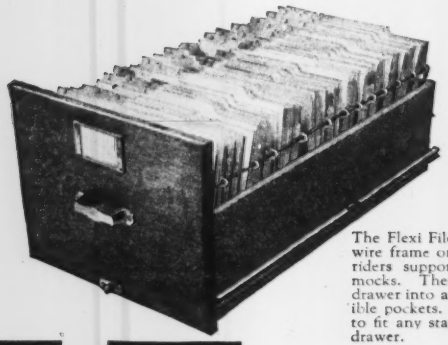

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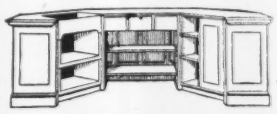

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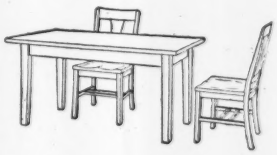

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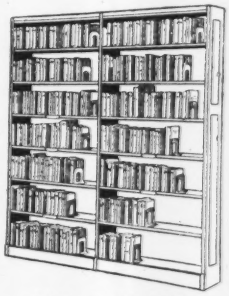

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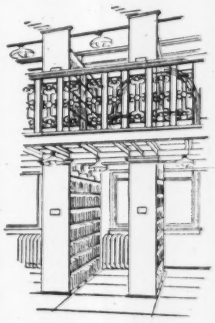

Steel bookstack

THE LIBRARY JOURNAL

TWICE-A-MONTH OCTOBER 15, 1924

The Development of Good Taste in Little Children's Reading

By ELIZABETH WISDOM

Children's Librarian, Bedford Branch of the Brooklyn Public Library

THE longer I live in a public library at the pleasant task of guiding children's reading, the more am I convinced that all classes of children are pathetically eager for "good" books, but the idea of "good" varies constantly. Both the neglected poor child and the well-cared-for child from a comfortable home really desire the best, however, and need only guidance in finding it.

The little street urchin comes into the library and asks for a story by Alger or by Nick Carter, because these get rich quick and blood and thunder stories are the only books with which he is familiar. The child from a good home comes in and probably asks for one of a more expensive, but also worthless series, made familiar to him by the bargain counter of a department store or by the gifts of thoughtless relatives. So with both classes there is a great and serious need of help if we would have these children develop a taste for the best books. It is not enough to put the best within easy reach upon our library shelves. In many cases we must first wean these children away from the mediocre, the worthless and even the sensational story.

For the development of a taste for good books does not begin when the child is seven or eight years old and comes to the library. His taste has been in the process of cultivation, consciously or unconsciously, deliberately or by chance, with the pictures he has seen and the stories he has heard. Ideas of truth and beauty and loveliness will not be instilled by the comic supplement. Before these mischievous sheets have had the chance to cheapen and falsify the baby's ideas, before he has had time to translate his impressions into action, he should have had good picture books.

There never was a time when good artists were so busily employed in turning out their best for children in books that give vivid impressions of color and beauty. Boyd Smith in his delightful "Chicken World" tells a clear, simple story of a real hen and her family. The pictures are full of action and truth and will bring repeated delight to the baby. Then there is Leslie Brooke with his bears and pigs and cows not dressed up in foolish toggery or disguises. Or for clear, simple coloring there are the statuesque animals in the "A B C Book" by Falls, not intended to tell a story but vivid and full of truth.

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With the children beyond the nursery age, the sensational, vulgar moving picture is but a step, and like the comic supplement variety of picture, is one of the biggest factors in destroying children's taste.

Many of the children who come to us have tastes already formed by pictures and "movies" and cheap stories, and so the children's librarians are confronted with a problem at the very beginning of their acquaintance with the children.

We may easily fall into one of two errors — that of emphatically prohibiting a harmful or worthless book which has already come with-

* Paper read to the Children's Librarians' Section of the A. L. A. at Saratoga Springs, July, 1924.

in the child's reach, or of trying to force what we consider a good book at the wrong time or upon the wrong child. Banning a book creates curiosity and a sense of resentment in children as well as in grown-ups; and forcible reading may easily destroy taste rather than develop it, just as forcible feeding may ruin digestion.

I know of one very intellectual and literary father who has strong ideas as to the books his small daughter of nine should be reading. He was a precocious child himself and read Guizot's History at the age of nine, and wonders why his little daughter does not seem interested in solid reading of that sort. To his surprise she comes to the library for fairy tales and more fairy tales and still more fairy tales. Father is beginning to worry over this insatiable taste for fairy tales and would like to force her to read at least the classic novelists, Dickens, Thackeray and Scott. He would be wiser to let his child run the gamut of the fairy tale shelf to her heart's content. By having Guizot and Thackeray and Scott thrust upon her at this stage she will probably hate them all, developing a distaste for the very books father would have her love.

There are many doors leading from fairyland into real life, doors that the child should be encouraged to enter. From an imaginative story such as "Maya the Bee" or "A Little Boy Lost" or "At the Back of the North Wind" a child can absorb a little interest in nature and science as well as enjoy the poetic beauty of the tale. This little girl is not in danger of over feeding on fairy tales when she has stories like these. She has just finished reading "Billy Barnicoat" with its atmosphere of sea and wind and waves and she will, before long, reach the omnivorous stage in reading. She has copies of "Hans Brinker" and "Heidi" in her home library to form an interest in real boys and girls of other countries, and the "Prince and the Pauper" for an interest in the picturesque possibilities of history. Father need not worry over the formation of this child's taste. She needs only to be left alone.

What business have we grown-ups to impose our book tastes on children? The books from which a child receives stimulus and enjoyment are really the best books for him. We can guard the children from the harmful stimulus but we need to follow the line of a child's own spontaneous preference, to find a link between the child and the book, a different link, it may be, with each child, but we need to consider individuality even when the child begins to read.

The six-year-old boy and girl have very different notions of what they like best in stories. For example, one reader of my acquaintance who was often taken to the seashore developed a passionate fondness for Kingsley's "Water Babies." She looks back now upon that book as the one she loved best in childhood. Her whole mental life became enriched by it because that book happened to link reality and experience with the inner world of thought and reading. Yet there are children who have this story thrust upon them, unrelated to any experience of the sea, and they are frankly bored by it. They receive no benefit from reading it and may even declare that they hate it.

I know of another small reader who loved the country where the family spent the summer vacations on an old deserted farm with wide spaces of field and woodland. When she secured her library card she was eager to read stories of the country. Simple stories of out-of-doors or farm life such as "Little Lucia" or "Jolly Good Times" enthralled and absorbed her to the exclusion of fairy tales. She thought these the nicest stories she had ever read. This interest in the country widened into an interest in birds and flowers and animals. She too is quickly reaching the omnivorous stage. Altho she avoided the fairy tale section, she took Rose Fyleman's fairy poems and read them with keen delight in their magic of out of doors. I have no fear for this child's taste in books as she grows up. Her imagination is not suffering because of her preference for stories of real life rather than for fairy tales, any more than the literary man's daughter would suffer for her preference for the fairy tales.

It is amazing to find that in this day of child study and psychological analysis there are parents and even teachers who would deny the children fairy tales. Is this the shadow of Puritan ancestors arising to insist that every story for children should be a sermon? It is a joy to me to deceive some of these good people into taking fairy tales in disguise for their children. "Oh, no," I can say to them, "there are no fairies in this book. It is just the story of a little boy's dream." So "The Sandman's Mountain," "Little Boy Lost," "At the Back of the North Wind" and "David Blaize and the Blue Door" are introduced. This matter-of-fact grown-up person goes about declaring that his child shall not read fairy tales for they are "all lies," and so proceeds to starve the imagination and clip the wings of fancy. And then, to make the evil doubly sure, he often buys a "Pollyanna" book, a pic-

ture of a priggish little girl bossing her elders in most autocratic fashion, a story which is a much bigger lie on human nature than any fairy tale.

Far from being "all lies," the properly chosen fairy tale gives the child his first ideas of the constant struggle between right and wrong. There is no better tonic for the small mind awakening to life's bigger struggle than the story of the wicked giant overthrown by the little but virtuous hero. There is, however, a mass of primitive folklore full of successful lying, cheating and trickery. Indiscriminate collections of these stories are for the student of folk lore and have no business to be foisted on the market as children's books.

Sometimes there is a type of parent who objects to all story books, but who is willing to let his boy read books of science, history, or biography. As a result the lad grows up fed on facts, never knowing the real thrill and joy of reading, missing all the magic of the world of poetry and fancy, and becomes as completely one sided as his father before him. The boy may come out fairly well-informed but his life is bare of enthusiasm and of spiritual incentive.

"We get no good
By being ungenerous, even to a book,
And calculating profits—so much help
By so much reading. It is rather when
We gloriously forget ourselves, and plunge
Soul forward, headlong, into a book's profound,
Impassioned for its beauty, and salt of truth—
'Tis then we get the right good from a book."

An effective weapon in counteracting the "movie" evil is good, illustrated editions of the children's best and favorite stories. It is well worth while in developing taste for good books to buy for our children's rooms the more expensive illustrated editions of "Robin Hood" and "Robinson Crusoe," of "Water Babies," "Heidi," "Hans Brinker," "The Prince and the Pauper" and other favorites. There are some children who need the lure of the attractive colored picture as an incentive to reading at all. I know of an instance where the use of books in their best clothes led a whole class of ungraded boys and girls into reading the children's classics. A teacher in one of our public schools had dumped into her room forty little restless boys and girls who had failed to pass beyond the third grade. Some of them had begun to run away from school and get into trouble on the streets and in back yards. Their teacher came to the library for help and borrowed as many of the good picture books and illustrated editions as she could take. Little by little, as a reward for school tasks accomplished, these children won the privilege of taking a picture book in their own hands, and as a reward to the whole class the teacher read to them from "The Wonder Clock," "Dr. Dolittle" and "Master Skylark." In a few months one of the most troublesome and backward boys read to himself for over an hour from the "Prince and the Pauper," blissfully oblivious of all around him. A few months before this would have been an impossibly difficult book for this boy, whose mother had angrily declared: "Angelo is no good; beat him." All that Angelo needed, however, was to be awakened to the lure of a good book. The teacher declares she could never have awakened him with any cheap edition. It was the colored pictures that first attracted him.

Boys and girls like Angelo come into the library timidly at first, perhaps to hear a story told by one of the librarians, perhaps to have a little fun. They see a book enticingly open on a shelf with a gay picture of knights riding thru a forest. A strange, alluring, bright world swims into their ken for the first time in their meagre city lives. If we can only get hold of them and give them the thrill of holding the lovely book in their own hands, they will soon read the story, and the library has won a conquest over the cheap movie and the sordid "thriller." Who can tell, it may be that the library has rescued a little human soul from spiritual poison?

It is not only with poor children that a miracle may be wrought thru the lure of good books. The boys and girls from comfortable, sheltered, and even wealthy homes need help just as much as the street urchin in forming a taste for the best books. Comfort and good home surroundings do not insure these children from becoming the victims of bad taste. The priggish sentimental Elsie books and the Oliver Optic stories with their false ideas of success find their way into homes where parents are careless or indifferent to the influence of books upon their children's lives. While series of mediocre and worthless books—Tom Swift and Patty books, the Rover boys and the sensational "Tarzan" help to form a taste for the impossible and the melodramatic. Like the comic supplement and the movies these cheap books help to vitiate our children's taste and to give them false and vulgar ideas in place of real amusement and fun.

It is very easy to spoil a child's spontaneous love of fun and laughter and to develop the sense of humor along the wrong lines. This

is another evil of the comic supplement, whose "funnies" are really far removed from a child's own sense of the ridiculous.

The comic supplement is succeeded by the cheap easy story book very much like it in style written for the children's amusement, but which destroys their sense of fun. Dressed up animals aimlessly banging and bumping and tumbling and smashing things without any reason or meaning, and silly, ugly human beings chasing one another, exhibiting bad temper or spitefulness—whose books are made up of material no better than this, and are being sold in quantities.

The children, of course, do love a clown, but why not give them clownish action pointed with some keen significance related to something vital and real? There are many old folk tales which do this. Literature for children is rich in real humor of this sort. "Epaminondas and his Auntie," "Prudent Hans," "The Three Sillies," "The Man who Minded the House," "Li'l Hannibal," all of these combine fun with a good wholesome sharpening of the small readers' wits. The stupidity of the characters in the story teaches a lesson because the stupidity goes hand in hand with natural and immediate consequences and punishment.

The children's sense of fun is fully satisfied by a story such as this or by one such as the old Russian folk tale of Mr. Samson Cat.

These are the stories that are really funny to a small child just as they were funny to the child-like people of Europe where the stories originated. Another source of fun for the children can be found in the pure nonsense rhymes and stories. We owe Lewis Carroll and Edward Lear an immense debt for giving the children rhymes like "Jabberwocky" and "The Pobble Who Had no Toes." It is meaningful nonsense. Even the coined words stir the imagination: The Pobble.

". . . . has gone to fish, for his Aunt Jobiska's
Runcible Cat with crimson whiskers."

There is a ridiculous story to follow to find out just how the Pobble came to lose his toes, and it is comforting to know in the last lines that Pobbles are better without their toes.

We have some good nonsense stories as well as rhymes. Parker Fillmore in "The Laughing Prince" has given a nonsense tale that is a worthy successor to the nonsense rhymes of Lear. He weaves a cumulative effect not by coining nonsense words but by massing one impossible situation on top of another. From this kind of nonsense it is easy to step to the gentler, whimsical note of Eugene Field, Barrie, some of Andersen, and above all to Hugh Lofting's Dr. Dolittle stories. These keep in close sympathy with childhood's own sense of laughter.

Another modern attempt to accomplish nonsense stories for children which seems to me to fail utterly in humorous appeal to the children, unless it appeals to the child whose humor follows the smart line rather than the whimsical, is Carl Sandburg's "Rootabaga Stories." He does not distinguish clearly between nonsense that is amusing and silliness that becomes boring. I know of one small boy who dipped into the "Rootabaga Stories" but threw it down with the remark, "It isn't funny: it's silly," and one small girl who read the book patiently without a smile, only a puzzled look in her bright eyes. To a student of modern literature these stories may prove interesting as an expression of the spirit of jazz that finds its way into so much of our modern life. To a grown-up mind they contain here and there some poetic or symbolic significance, but this is entirely lost on a child.

We cannot use stories like these to satisfy and develop a child's sense of humor. But the development and satisfaction of this sense of humor is an all-important phase of children's taste in books and a phase that begins at home. The home-child comes to the library with false ideas of what is funny, just as the street urchin comes with false ideas of adventure. Both classes come with vitiated or weakened tastes. The boy who ought to be reading with a thrill the stories of real animals, "Black Beauty," "Beautiful Joe," Terhune's dog stories and "Greyfriars' Bobby," will come and ask for Peter Rabbit inanities or artificial bed-time stories which he should have long outgrown. When he should be lifted into the realms of adventure with King Arthur and Robinson Crusoe he is feeding on the impossible Motor Boys or Radio Boys with their mock heroics and cheap modern stunts.

There is work to do in our libraries with the poor little rich girls and boys, too. It is perhaps harder to lure them away from poor reading than it is with the street urchin who has no books at home, but it is not an impossible task. All we need is plenty of the right sort of books put within their reach, plenty of the attractive illustrated editions of the best great story books. Introduce them to the very best and leave them in peace to read. Help them to find some particular book in which they are really interested and the appetite for the better book will grow and grow while the taste for trash recedes into insignificance.

Classroom Libraries

By ADELINE B. ZACHERT

Director of School Libraries, Pennsylvania State Department of Education.

A CLASSROOM Library is a collection of books consisting of twenty-five to fifty volumes selected to meet the needs of pupils in any given grade of the elementaary schools.

Classroom libraries had their beginning when enterprising public librarians conceived the plan of sending collections of books selected from the shelves of the public library to schools at a distance from a library center.

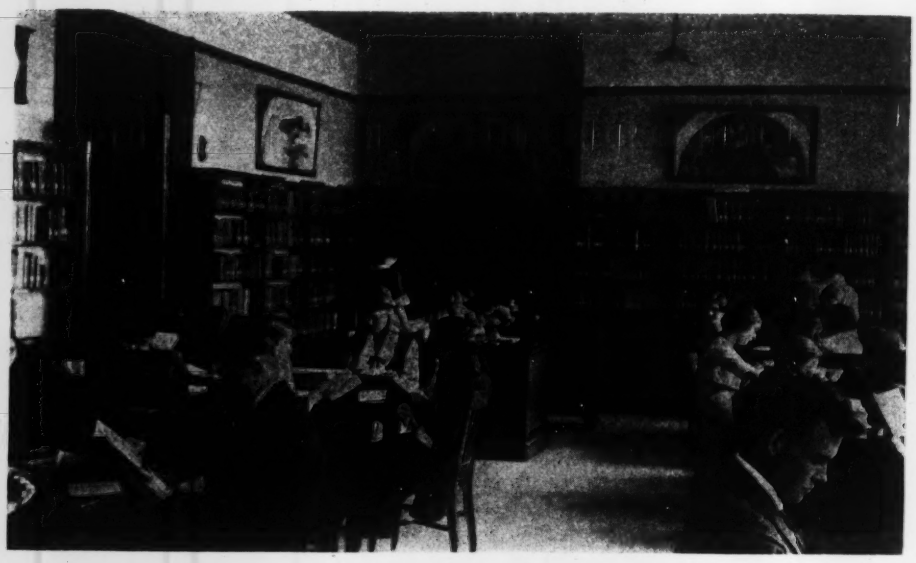
This form of library extension benefitted the children living in remote parts of the city since it approximated an equal opportunity of library service for all the children of the community. It benefitted the public library by offering an effective and inexpensive means of increasing book circulation. As this plan of book distribution developed, the interest of progressive teachers in the general reading of their pupils was aroused. School authorities began to recognize their responsibility in supplying and directing the children's general reading. In some communities where the public library did not supply classroom libraries the board of education assumed the responsibility. Public librarians, however, continue to recognize quite generally the opportunity of enlarging the usefulness of the public library by extending classroom library service to the schools. In some communities the public library and the board of education enter into a contract in supplying pupils in the elementary schools with collections of books for home reading.

There are two generally accepted methods of managing classroom libraries. In one, the public library provides a duplicate school collection from which the classroom libraries are made up and sent to schools requesting this type of library service. Usually the schools which are at too great a distance from a library center are supplied first. Teachers are given an opportunity to make their own selection, and they may exchange the books at intervals of not less than two or three months. Some of the larger public library systems have found it advisable to grade the books in the duplicate collection and arrange the books suitable for any one grade in groups of from twenty-five to fifty titles. The teacher may call for collection A, keep these books for two or three months and have them exchanged for collection B, and this in turn for collection C. This system is usually referred to as the Block system.

The "fixed collection" system of managing classroom libraries is becoming increasingly popular. By this plan the best books for pupils in elementary schools are carefully selected and then graded with a view to supplying from thirty-five to forty books for each A and B division of a grade. These collections are assigned to the respective divisions and remain a unit or fixed collection to be used as long as the books last by pupils of the grade for which they were selected. Each book is considered on its merits and great care is taken in the grading. The plan provides that a pupil entering the third B grade shall find in his classroom books as nearly as possible suited to a third B grade mental level. When the child enters the third A grade the books will be more advanced and again meet the child's advanced mental level and so on thru the grades. By the time the pupil has finished the eighth grade he has been exposed as it were to the best books suited to his constantly growing mental abilities. He has had an ample supply of myth, fairy and folk stories in the lower grades, has been gradually introduced to realistic stories, has unconsciously accumulated a background of history in biographical form. The pupil has had opportunity to be stimulated to make and do things by the books on handicraft, he has learned of great inventions, of the romance of industry, and has had the choice of vocations opened to him. In short, he has had an opportunity of coming in contact with a well balanced variety of literary diet in which each component part was the best of its kind and in which the sequence of each collection followed a definite plan.

The Fixed collection system of classroom libraries means the selection of from thirty-five to forty of the *best* books for any given grade. The Block system requires two or three times as many titles. The wider range of titles necessitates the inclusion of a greater number of second rate books.

One book, each week per pupil is enough. There are only from thirty-five to forty weeks when books may be issued to pupils during any school year. The pupil therefore has an ample supply where forty books make up his classroom collection.



THE DEARFIELD-SHIELDS TOWNSHIP HIGH SCHOOL AT HIGHLAND PARK, ILLINOIS.

The Block system necessitates two or more shifts each year. This is expensive in time, service and in wear and tear on books while in transit. The pupil is not only served adequately by the fixed collection so far as new material is concerned but his teacher is assured that the forty books he reads are first class. The pupil does not have to choose forty best books out of a possible seventy. The choice has been made for him by those who know his needs and who know the books to meet those needs. The Block system involves much record keeping. This is obviated by the use of the fixed collection. Once the book cards for any fixed collection are filed in the central office, the record of the location of the books remains unchanged except for such books as are returned for repairs.

Transportation of books involves careful checking and recording, wrapping books into compact packages or providing shipping containers and rechecking upon receipt at the office. The actual cost of transportation is expensive. The fixed collection remains in its classroom from year to year. Only discarded books or those sent for repairs are withdrawn and later replaced. Experience has shown that books are quite safe in the school building during July and August if they are locked in the classroom cupboards with which most schools are now supplied.

The argument is sometimes advanced that it is wasteful to keep books out of circulation during the summer months. Classroom libraries issued by public libraries usually are made up of duplicate collections. The books in these collections are not used for circulation during the summer. In many libraries they are crowded into stacks and every summer the work of reassembling them into new collections is undertaken at a great cost of time and energy. If the work of rewriting cards and sending books for repairs is carried on during the school year by having assistants visit the schools, much time and energy is saved. All minor irregularities may be attended to in person, pleasant relations are established between the librarian and the teacher, and sympathetic co-operation is established.

All record keeping is greatly simplified by the Fixed collection plan. Since there are as many copies of any one title as there are classes of any one grade in the community, a supply of book cards can be multigraphed for all the copies and a few additional for replacement. As only the copy or accession number has to be added by hand a great saving of time is achieved not to mention the neat appearance of the cards.

Pupils in schools using the Fixed collection plan may be transferred from one school to another wthout losing the advantage of a

IN THE LAKE VIEW HIGH SCHOOL LIBRARY, CHICAGO.

graded book supply since any given grade has exactly the same selection, no matter in which school building it may be housed. The argument is sometimes advanced that the Fixed collection plan limits the choice of books on the part of the pupil. The same argument might be applied to the courses of study which quite definitely prescribe the program of studies for the various grades in all the schools of a community. The wise teacher knows how to adapt the courses to the needs of her pupils and still keep their studies in line with the general plan. Similarly the element of choice of books is not materially impaired where children are restricted to a somewhat limited but choice selection. There is the satisfaction of knowing that no child can go far wrong in his choice, that practically every book is good for him.

By careful planning the mechanics of managing classroom libraries may be reduced to a minimum, and the rate of return on the investment increased to the maximum.

In planning the establishment of a Fixed collection for a school system, it is necessary to know which grades and how many of each are to be supplied. It is well to plan for expected growth. All schools should be included even tho there may be a public library center in the immediate neighborhood. Experience has shown that classroom libraries stimulate a greater use of the public library. Reading habits are established by the use of classroom libraries which demand the larger and more varied supply of books in the children's rooms of public library centers.

The book selection is vitally important. The third, fourth, fifth and sixth grades will benefit most. Many communities do not attempt to supply the first and second grades as the main purpose of classroom libraries is to supply children with books for home reading. The pupils in the first and second grade have not mastered the mechanics of reading sufficiently to profit by the more general reading supplied by classroom libraries. They are best served by the attractive supplementary readers which progressive schools supply for classroom use. A few picture books and story telling books should be considered a part of the permanent classroom equipment in the first two grades.

By the time pupils enter the seventh and eighth grades their extended reading interests are met by so wide a range of available material that is is difficult adequately to supply this in the limits of classroom libraries. Pupils are now in the Junior High School group and should have access to the general collection of the school library.

In selecting the books for the four grades, the third, fourth, fifth and sixth, it should be constantly remembered that the purpose of the classroom libraries is to promote habits of reading, that the books, therefore must awaken and hold the interest of readers and that their

function of giving pleasure must outweigh their secondary purpose of yielding profit. It is not the purpose of classroom libraries to correlate closely with the course of study. Textbooks and supplementary readers do that. Classroom libraries are for home use. It does not follow that to be interesting the selection must be limited to fairy tales and story books. Each collection should be a cross section of the various types of children's literature, including animal stories, books on how to make things, biography, history, etc. There should be a generous proportion, however, of the books which appeal to the imagination. Textbooks and the informational book have no place in classroom libraries.

The grading of the books is second in importance to the selection. As a rule librarians select books that are too difficult for the pupils to grasp easily. Their grading is influenced by the choice of books made by the children who come to the public library. These are usually children whose reading tastes are developed beyond that of the greater number whose reading habits are still unformed. It is well to consult with teachers of the respective grades in the matter of grading books. They do know the capacities of children's minds and a constantly increasing number of teachers also know children's books.

The importance of following a definite sequence in the grading should be kept in mind. Upon this depends the continuity of the reading interests of pupils as they advance from grade to grade.

A definite, comprehensive plan should be determined before any books are purchased. It rarely happens that sufficient funds are available to inaugurate a system of classroom libraries for all the pupils in the graded schools of a community. There are two ways to meet the difficulty. A certain number of schools may be equipped thruout or all the classes of a certain grade or grades may be supplied. In either arrangement only those books which have been determined upon should be bought. In other words, if it is decided to equip all the fourth grades, then books on the third or fifth grade lists should not be included in the fourth grade collection or else the sequence is broken and the general plan is impaired. Whatever part of the scheme is adopted, should be a part of the comprehensive plan so that eventually when all the classes are supplied there shall be a complete unit.

In making out the order list it is important to select the books which should be bought in re-enforced binding. Small books and school editions usually do not need re-enforcing but many of the desirable titles, especially those for the upper grades are bound so poorly that the books are soon out of commission unless they have been re-enforced. The average cost or re-enforced books is but a few cents more than the list price. Considering the cost of ordinary rebinding and the loss of the use of the book while at the bindery as well as the incidental record keeping, re-enforced books are much cheaper in the end.

A record of books belonging to the school should be kept either in an accession book or on cards. Accession books may be secured from library supply firms. Ownership imprint should be neatly stamped on the title page and on the bottom margin of a page in the body of the book.

Records of books issued to pupils for home reading must be kept if the greatest good to the greatest number of pupils is to be achieved. Cards especially ruled and printed for this purpose may be secured from library supply houses. These cards are 4x6 inches in size and have two holes punched at the bottom. A cheaper record form which is quite as useful, is in loose leaf sheets having print and ruling similar to that on cards.

The author and the title are entered at the top of the card. There are spaces for the borrower's name and the date when the book is due. One card is made for each book. The grade for which the book is intended is marked in the upper right hand corner of the card. Just below the grade the accession number is marked. The accession number is necessary in order to identify each individual book belonging to the school.

All the cards belonging to one classroom library are arranged alphabetically by author and are fastened with cords or rings within manila board covers, thus serving as a list of the books in the collection as well as the simplest and most efficient kind of charging system.

A monthly report of the circulation of the books in each class having a library should be sent to the principal who in turn sends the total for the school to the central office. A monthly report is a great stimulant to activity, and is an indication of the rate of dividend on the investment of funds in classroom libraries. By careful planning the mechanics of managing classroom libraries may be reduced to a minimum, and the rate of return on the investment increased to the maximum. The returns cannot well be measured in tangible terms but if we have faith in the power of books to affect the thoughts and actions of children then we must know that no other investment of school or library funds bears so rich a dividend in the development of character as does that spent for classroom libraries.

The Library and the School

BY JOY E. MORGAN

Managing Editor of *The Journal of the National Education Association*

TO discover, to formulate, to diffuse knowledge—these are the methods of human progress. To discover and formulate knowledge has come to be the task of great universities and of laboratories maintained by governments and private corporations. The discovery and formulation of knowledge have moved so much more swiftly than its diffusion that there is an appalling gap between the lives of intelligent men and their ignorant neighbors. One finds side by side lives regulated by intelligence and those still groping blindly in the mire of prejudice and ignorance. To bridge this gap is the task of education. It is the biggest task that man knows. It is the task that Wells had in mind when, referring to the present "age of confusion," he wrote that "the race is between education and catastrophe." Education is the first and last duty of society—not alone the education of children, but the education of all the people all the time.

When we speak of education we are too inclined to think of the school and of universal compulsory education on the elementary level. Such education is necessary for the realization of Christ's vision of the brotherhood of man and the gospel of service—conceptions in which are rooted the finest things of modern society.

But elementary education is only the beginning, and it is a small beginning indeed when compared with the vast stores of intellectual and spiritual riches that the race has accumulated and is adding to minute by minute. The elementary school at best can teach only the simplest beginnings of knowledge and form the habits and attitudes which will carry the youth into the richer and growing realms that lie beyond its doors.

The moral obligation to be intelligent has never been greater than now. It is the task of intelligence to preserve, to increase and to transmit the institutions and the ideals that have been dearly bought by the generations before us. To build into the life of the child an appreciation of this obligation and the desire to be intelligently right is the greatest task of the elementary school. The next task is to equip the child with the techniques and the tools necessary to the intelligent life—to teach him how to maintain a program of continual development which will carry him forward and upward.

In practice these two tasks of the school are not performed separately. The child comes to value the precious obligation to be intelligent by actually living and working in an atmosphere of enlarging intelligence. It is to provide that atmosphere that the school library exists. Seen in this light the great significance of its task becomes apparent. It is a task that cannot be adequately met merely by a collection of books. It requires living personality. As the teacher is the heart of the school, the librarian is the very soul of that atmosphere of intelligence—of searching after inspiration and truth—without which the library is dead.

Because it must deal with a limited segment of knowledge the elementary school tends naturally to become restricted, dogmatic, and narrow. The early teacher training institutions were drill schools in the things that teachers in turn were to drill into the minds of pupils. Little opportunity was there for that free play of intelligence which is the life of education—for that spontaneous adventuresome quest of knowledge which finds its highest exemplification in the true scientist.

What the free pursuit of knowledge means in the life of a man is brilliantly shown in the delightful personal story of Michael Pupin in his recent book, "From Immigrant to Inventor." He is carried along in an unusually happy and fruitful life by the free pursuit of intellectual adventure. Let us realize that all the rudimentary things that the child needs to learn can be taught without sacrificing this free pursuit, can, indeed, be taught better by using it as a motive power.

In olden days the rod was the symbol of the teacher and teaching was often a brutal business. Competition, ratings, grades, and degrees have largely supplanted the rod and schoolmasters are beginning to have a vision of a brighter era when the child's natural urges will largely supplant competition, ratings, and other artificial incentives. The development of the school library is a step in that direction. It recognizes two fundamental principles of education which parents and teachers too often forget: (1) that all education is self education, and (2) that education is the product of the child's experience during the entire twenty-four hours of the day. The library gives the child an opportunity to edu-

cate himself. It gives him fruitful self-imposed tasks for those hours of leisure which may be the significant hours of his life.

I wish it were possible to take the school library for granted and to suggest the books it should contain and the kind of organization and management that would make it most useful. But we cannot take the school library for granted. Its place and importance are appreciated by very few. The trained school librarian is still a rarity, except in the larger cities. There are over seven hundred thousand teachers in the United States. The best practice indicates that there should be one librarian for every ten teachers. That would require seventy thousand trained librarians. If each librarian should serve ten years that would require an annual class of new recruits numbering seven thousand each year. Our present library training schools can supply barely one one-hundredth of that number, taking the same standards of preparation for librarianship that have been established for teaching.

We are indeed in a day of beginnings. Among the next steps are these. First, let every school buy more good books for children—not only story books, but books on mechanics and science and art and biography and every phase of life's activities. Second, let every school assign to someone the task of developing the library, relieving that person of all or a part of his other duties to give him time for his library opportunities. Third, let every school that can, employ on full-time a trained librarian, even if to get a trained librarian it must select its best teacher and send her at public expense to the best library school and into the best library systems for instruction and inspiration. And finally, let there be developed adequate institutions for the training of librarians—men and women of great heart and sound mind, with love of children, with faith in humanity, with a growing sense of the importance of intelligence in every act of daily life; leaders who can play their part in building citizens to match the great institutions and the gigantic problems of our day. Trained and sustained intelligence for the masses of mankind everywhere is the vision of this generation. In the realization of that vision the school library, leading out into the public library, will have a larger and larger part.

Teaching the Use of Books in the Elementary School*

By MARY A. TAWNEY,
Public Library, Minneapolis

ABILITY to get information from books is growing ever more necessary. Each year the schools are farther away from devotion to textbooks and require more general knowledge in their pupils. For the supplementary information expected in an elementary school room today, children need to use the books and magazines in their school library or in the junior room of the nearest public library. And these children need to be taught how to consult these sources.

Not only for present use should the children be given library instruction, but also for adult education. At the National Conference on Home Education, held in Minneapolis in the spring, the statement was made that: "The growth of interest in adult education is one of the outstanding phenomena of the century." Also it was noted that, notwithstanding the increasing attendance in high schools and universities, "every year . . . there are thousands who leave school before reaching high school." These thousands have especial need of an elementary-school introduction into the world of books. "Teach boys and girls to use books" was one suggestion of Mr. Carl H. Milam in discussing before this conference the library's part in home education. He said further that when boys and girls are taught to like books, the problem of adult education will be largely solved.

Evidently it should be the prerogative of someone who has charge of the book interests of elementary-school children, to give them instruction in the use of books. Logically the person to do this is the librarian. She knows better than any one else what helps the library contains for the present needs of children. Also, she can so direct the instruction so that pupils after leaving school will be able to grasp intelligently the opportunities afforded by that splendid institution for adult education, the public library.

Speakers before this school libraries group other years have maintained that: "The chief functions of a librarian who works with children, are to inspire in boys and girls a habit of reading and to teach them self-dependence in a library. The fact is probably established here and needs no further discussion.

This paper does not include the former of these functions, the privilege of leading chil-

* Paper read before the School Librarian's Section of the A. L. A., Saratoga Springs, N. Y., July, 1924.

dren to the joy of reading and guiding them to know the best literature; it is concerned with the second duty of the librarian: that of giving instruction in the use of the common reference tools in the library. It also includes the care of books, that phase of instruction which naturally precedes other phases and will be considered first in this paper.

Teaching the care of books must be done in the old, old way of Isaiah: "Precept upon precept, precept upon precept; line upon line, line upon line; here a little and there a little." It needs to be begun as soon as the children begin to handle books. Even in the kindergarten, the leaves of picture books must be turned without tearing or soiling, and the backs of books must be guarded from injury. And the instruction must continue as long as there is need for it.

Three things should have special emphasis in teaching the care of books. The first is the need for saving books and may be called thrift in books. By this is meant keeping the availability and condition of books as perfect as possible. In general pupils are taught to save that they may enjoy the experience and profit of possession and that they may practice self-restraint. No more practical applications of these purposes come to children than when they enjoy the pride of being responsible for books, the distinction of knowing what is in books, and the peace of mind which follows self-restraint in using books.

The second point is respect for public property. The idea of general ownership is easily conveyed to children from homes where comradery prevails or the advancement of the family unit. But these are comparatively few. Other children usually are slow to see that the free books in their hands are trusts from their fostering friend, the public. Books are among many taken-for-granted things, and must be removed from that class. How? By the teaching of gratitude for the use of books and a civic pride in returning all books loaned in good condition.

The third point is description of the book itself. The structure of a book is interesting to every child. An illustrated talk about its physical make-up usually induces enthusiastic investigation of the bindings of all available books, with admiration for the strong and compassion for the weak ones. A trip to a book bindery, or a vivid description of the process of binding a book, will call forth from a class more suggestions concerning the care of books than can be found in any published discussion of the subject.

Children can be led to a comprehension of the necessity for constant thoughtful care of the books they handle. Still, they must be reminded often of this necessity, until habit will abet judgment in protecting their printed friends.

It is an acquaintance with the printed parts of books and their purposes, which arouses the regard of boys and girls. A first grade child will point with pride to the "name on the title-page" of his primer, rejoicing in that possession because it is much more than "just a book." The name has given it individuality and the title-page is its name plate. All pupils should know and use the various printed devices that appear in the books furnished for them. Then books will seem animated in their helpfulness and pupils will enjoy using them. Thus may be laid a foundation for further teaching about books.

This brings us to the other part of our subject: essentials of instruction in the use of books.

The principal of an elementary school said recently: "I think every boy and girl ought to know how to use these helps. The school is glad to co-operate so that the library course shall cover as many book tools as the children can use, and that the lessons shall be thoroly learned by the pupils." This principal's vision of a "library course which shall cover as many book tools as the children can use" prevails among library and school educators, who have had a part in library teaching. Usually it includes instruction in the use of an elementary dictionary, book indexes, simple general encyclopedias, the card catalog (when children have access to one), classification (if the library is open shelf), and "Who's Who in America."

A definite course may be and should be followed in each school receiving instruction. When there is a library in each school, or when a school has access to a public library, the content of the library course will be determined by the books in these libraries. If the school is too remote from a library for the use of these facilities, as sometimes happens in cities, the book tools in the school will be the basis of the course.

Having decided the best courses for the schools which will be given teaching service, the conducting of these so that pupils will form habits of self-dependence in the use of the library tools taught, must be provided.

One of the essentials is that the librarian who gives the instruction should be convinced of its prime importance in the education of elementary-school children. She should believe that self-dependence in a library is necessary

for the best mental development of the pupils. She should realize that it is necessary both because it makes them sturdy in their thinking and because the ability to get specific information leads to the accomplishment of many of the ambitions of childhood, as well as those of maturer years. She should appreciate too that instruction connected with schools is the only means of giving a fair chance of knowing the delights of self-dependent library work to every child. For comparison of number of children who come to the library with the number of children in the school shows that the library does not reach all the boys and girls. Nor can it, without co-operation with the schools.

Another essential is that the teaching librarian should have a teacher's ability to take charge of a class and to conduct a lesson. Whether we call this pedagogy or common sense or both, matters little; but it is of importance that a subject as vibrant with usefulness as library instruction should not be devitalized by poor teaching. The librarian who teaches should be as capable as any other teacher who works with the children.

It will be necessary in many communities for the librarian to seek the good will of school authorities toward the idea of library instruction before effective library-and-school co-operation can be established. More often than not it wins its own welcome. Any skepticism which exists can be removed by successful class work and by practical demonstrations of the possibilities and usefulness of the lessons. In some cities such instruction is assigned a definite amount of time in the course of study in the public schools. But whether working on a definite or an indefinite time basis, it is desirable that instruction be given during school hours and that school credit be allowed for it. And the co-operation of teachers in making daily application of the lessons adds greatly to the value of the work.

It is essential also that the instruction in the use of book tools should correlate with the course of study in the school. The librarian should be so familiar with the curriculum that she can anticipate the needs of the pupils and plan lessons accordingly.

If encyclopedia information about spices is to be demanded, one or more encyclopedia lessons will be given. Use of the outside guides, the inside guides, the paragraph headings and, if need be, the index volume should be mastered by the children, that they may be self-dependent in finding such information. If supplementary reading about Japan is soon to be scheduled the pupils will be drilled in using the card catalog to find books. When the catalog is in an open shelf library, talks on the arrangement of books on the shelves, and practice in finding books of given numbers will accompany catalog work.

This timeliness of subjects will add a purposefulness to library teaching that is quite indispensable in the development of self-dependence. The idea of correlating a single lesson, however, will not overshadow planning the sequence of lessons. That is to say, if one lesson is necessary as a foundation for another lesson, this fact should govern the order in which these lessons are given. What the first library lesson ought to be depends on whether or not the school teaches alphabeting. Pupils who use book tools must be able to arrange letters and words in alphabetical order. If the school fails to equip them with this skill, the librarian will direct drills that will do so. Tests in alphabeting should be given before attempting to teach the use of a dictionary. If the schools fail to emphasize dictionary work, the librarian should direct drills in this also. From the fourth grade, where the necessity for "looking up words" begins, thru the sixth grade, pupils should be given exercises and tests calculated to keep their facility in using a dictionary in pace with their mental development.

Thoroness in teaching these two subjects is essential to effectiveness of instruction in the use of book indexes, simple encyclopedias, the card catalog, and almost any other subject which the school course makes it wise to include in the use-of-books course.

One other essential to systematic library instruction is the keeping of records of the achievements of each class during its course of instruction. The records of any class furnish the basis for planning a new lesson for that class.

The methods of teaching each of the book instruction subjects are but incidentally mentioned here. Adequate discussion of them would require another paper.

BOOKS "ON APPROVAL"

To the Editor of the LIBRARY JOURNAL:

I note in the September 1st number, page 712, an appeal from a "Suffering Librarian." We live up to our Instructions to Agents by returning the book express collect if necessary when not ordered. Sending books on approval is an old practice with law publishers and results in a spotty and chaotic jumble so often found in law libraries. We will none of it.

G. E. WIRE, Librarian.

Worcester County Law Library,
Worcester, Mass.

British Information Specialists in Conference

A FIRST conference of Special Libraries and Information Bureaux was held from 5th to 8th September at High Leigh, Hoddesdon, Herts. Over eighty attended.

The objects of the conference were outlined at the opening session by Dr. R. S. Hutton, director of the Non-Ferrous Metals Research Association, and J. G. Pearce, director of the Cast Iron Research Association.

Subsequently, Allan Gomme, librarian to H. M. Patent Office, London, B. M. Headicar, of the London School of Economics, and Dr. S. C. Bradford, of the Science Museum, South Kensington, addressed the conference on their respective libraries.

Group meetings on the scientific, industrial and economic libraries were addressed by W. M. Corse, of the National Research Council, U. S. A., Miss L. Stubbs, B. A., and H. G. Lyall. The session on economic and statistical libraries indicated valuable developments which are taking place with regard to forecasting of trade tendencies.

An address by Lieut. Col. J. M. Mitchell, O. B. E., secretary to the Carnegie Trustees, outlined the policy of the trustees with regard to special libraries, and L. Stanley Jast, chief librarian in Manchester, and Lieut. Col. E. L. Johnson, director of the Cleveland Technical Institution, dealt with special libraries in relation to other libraries and institutions.

Among the details of methods and equipment, Dr. J. C. Withers, of the British Cotton Industry Research Association, presented a paper on abstracting, and H. Rottenburg, of Cambridge, on a guide to scientific and technical literature. Bibliographical aids to special libraries, such as *Subject Index to Periodicals* and *World List of Scientific Periodicals*, were considered.

The important function of the press in collecting and distributing information was dealt with by F. H. Masters, editor of *The Electrician*, and V. C. Faulkner, editor of *The Foundry Trades Journal*, and at the concluding session, Dr. E. A. Baker, director of the School of Librarianship, University College, considered the question of training men and women for work in special libraries.

In order to ensure continuity of interest, without forming another association, a standing committee of the conference was appointed with power to consider matters in the interests of those engaged in directing or operating special libraries, and to convene a further conference at some future date. This committee is representative of a wide range of institutions, and has already held its first meeting.

The most striking feature of the conference was the keenness displayed by a large number of highly diversified interests, including scientific, technical, industrial, wholesale and retail commerce, railways, political, agricultural, governmental, universities, press, medical, sociological and banking. This diversity served merely to emphasize the common interest of all these agencies in receiving, treating and distributing documentary material.

A. F. RIDLEY.

Public Libraries and Censorship

THE following is a summary supplied by the International Labor News Service of the charges in a report made by the Library Employes Union to the Executive Board of the American Federation of Labor at its meeting at Atlantic City in August.

By International Labor News Service.

Atlantic City, N. J., Aug. 6—Great foundations, including the Carnegie Foundation, are bitterly assailed in a report made today by the Librarians' Union to the American Federation of Labor. The report was referred to the standing committee on education composed of George W. Perkins, Matthew Woll, John P. Frey and Charles Baine. This committee was instructed to investigate the charges found in the report and to bring in a set of findings for final action.

The charges are, briefly:

1—That Carnegie libraries are not controlled by the municipalities in which they exist and to which they have been given.

2—That such libraries are controlled by boards of trustees in no sense responsible to the people, but appointed generally by the Foundations themselves, or with their approval.

3—Such control, under the terms of the Carnegie contracts, is perpetual.

4—Public moneys, appropriated by cities and states, pass out of control of the givers immediately upon their donation and are administered by the Foundations or their trustees.

5—That there is rapidly coming into being a system under which only books approved in a certain manner may be placed on Foundation Library shelves and that amounts to a censorship and is so intended.

6—That an unjust certification of librarians is coming into practice and is being urged generally as a law of the future; this system exists by law now in three states.

The librarians presented their report after a long study of the situation and they urge among other things, that civil service be introduced for library employes. They urge that some way be found to restore full municipal or local control over libraries, no matter by whom founded or financed, in the belief that a library is a public utility and that its shelves must not be controlled by any agency except a public agency constantly responsible to the public.

"We have long stood for absolute freedom from censorship of what the people read, as well as the plays they see," said Vice President Matthew Woll, who made the report public. "We have found that the advocates of censorship miss few opportunities to forward their dangerous idea. But we believe that freedom to think and to know is a real right that belongs to all men and women and not to a restricted, favored few.

"We shall go into the charges made in a most thorough manner. They indicate a condition of most serious character, intolerable in a free country among free people."

A Model Bank Library

A MODEL small library for a bank, shown at the American Bankers Association meeting held in Chicago, September 29—October 2, aroused much interest among visiting bankers. The exhibit was arranged by the Chicago committee of the Financial group of the Special Libraries Association. Furniture used in the exhibit, loaned by Library Bureau, was chosen with bank library needs in view, and the books were loaned by local bank libraries with the exception of a very few from publishers.

A 24-page booklet entitled "Your Bank and the Organization of Its Library," designed to answer the specific questions most often asked by bankers contemplating the starting of a bank library: What is a bank library? How shall it be organized? What will it do for the bank? What will it cost? What kind of a librarian should be put in charge?

This discussion is followed by classified lists of books, periodicals, trade and financial services and aids in selecting business books most needed by the bank library. Ruth G. Nichols, librarian, Federal Reserve Bank of Chicago, was chairman of the committee on exhibit and to her tireless efforts much of the success of both exhibit and pamphlet was due. She was ably seconded by her executive secretary, Julia E. Elliott, of The Indexers and the other committee members: Sue M. Wuchter, Continental and Commercial Bank; Louise B. Krause, H. M. Byllesby and Company; Virginia Savage, Halsey, Stuart and Company.

The introduction in the pamphlet offers Miss Nichols' services, as chairman of the Methods Committee of the Special Libraries Association, in advising with bankers in planning for financial libraries, on which there will probably be returns from the exhibit for some time to come. The growing interest in bank libraries was evidently focused by this concrete and practical exhibit, which, by the way, was financed entirely by Chicago banks and investment houses.

Free On Request

THE library of the British Library of Information, 44 Whitehall Street, New York, will give any library willing to pay for transportation any of the following:

Statist, 1920-1922.
New Statesman, 1923.
Board of Trade Journal, 1920, 1921.
Economist, 1919-1922.
Times Weekly, 1923.
Labour Gazette, 1918-1921.
Bankers' Magazine, 1922-1923.
Current History, 1920-1921.
Round Table, 1921.
Times Literary Supplement, 1922-1923.
Atlantic Monthly, 1922.

Cornell University Library has the following books in duplicate that will be gladly sent to any library, so long as the supply lasts, upon receipt of postage indicated.

These books have not been sent to libraries as exchange copies because it was not known how many libraries already had them.

Smith, Goldwin. Labour and capital. A letter to a labour friend. New York, Macmillan & Co., 1907. Bound. 3c.

Smith, Goldwin. Lectures and essays. Toronto & New York. 1881. Stitched but not bound. 10c.

Work, Henry Clay. Songs. Compiled by B. G. Work. ½ leather. 30c.

U. S. Coast and geodetic survey. Atlas of the Philippine Islands. Washington, 1900. 25c.

Kindly address Cornell University Library.

Research Information Service

DURING the winter of 1921-2 the National Research Council sent out a notice headed "Technical Questions Answered Free" to be placed on library bulletin boards. These are now misleading, as this service *to the general public* has been discontinued. Librarians are accordingly requested to remove and destroy any copies of this notice which they may be exhibiting. The Research Information Service is now restricted to furnishing information bearing on research problems in the physical and biological sciences and their respective tech-

American Directories, 1922-1924

THE directories listed below are supplementary to the list published in the LIBRARY JOURNAL of May 15.

The information incorporated herein has been acquired thru answers to the questionnaire received after the earlier list had gone to press.

I am also indebted to Miss Helen Hemphill, Mr. D. N. Handy and Mr. R. N. Johnston for suggested additions and to Miss G. W. Wood for calling my attention to the fact that the Fairchild Company has discontinued publication of the National Directory listed under Clothing.

Annual directory of trade marks. Boston: Shoe retailer (166 Essex St.) 1924. 49p. $1.

Issued as supplement to the *Shoe Retailer*, May 24, 1924. Lists trade marks of the shoe trade.

American Hospital Digest and Directory. 537 S. Dearborn St., Chicago: G. D. Crain, Jr., 1924. 269p. Annually in January. Free with subscription to *Hospital Management* and to hospital people.

Directory of hospitals in the United States and and Canada, and digest of hospital and nursing laws.

American Society of Certified Public Accountants. Membership directory. 421 Woodward Bldg., Washington, D. C.: W. L. Harrison, secretary, 1924. 62p.

Biographical directory of railway officials. New York: Simmons-Boardman (Woolworth Bldg.) 1922. $6.

Brands of fire brick and other refractories, together with a list of manufacturers in this country and in Canada. 5th ed. 220 Oliver Bldg., Pittsburgh, Pa.: Refractories Manufacturers Assn. 48p. pap.

Buyers' guide. New York: Millinery Trade Pub. Co. (1225 Broadway), 1924. 500p. $1.

Issued semi-annually. Names, address and telephone numbers of millinery companies in the U. S. also allied trades.

California Food Products directory. 445 Mission st., San Francisco: "Mercantile Guide" Directory Pubs. 204p. Biennial. $6.50.

Clancy's red book service. Chicago: Lumbermen's Credit Association (608 S. Dearborn St.) 1924. 1800p.

Issued in Feb. and Aug. of each year. Loaned or leased as part of service. Ratings of lumber and woodworking industries.

Directory of manufacturers' showrooms or agents or jobbers in Greater New York. New York: House Furnishing Review Co. (71 Murray St.), 1923. 15p. $1.

Published annually in August issue of *House Furnishing Review*. 1924 edition in preparation.

Dockhan's dyers and finishers report and directory. Boston: Dockham Pub. Co. (46 Cornhill), 1924. 129p.

Lists print works, bleacheries, dyers, chemical and dyestuff manufacturers.

Edison directory. A list of manufacturers, agents, dealers and contractors in Manhattan and the Bronx. New York: N. Y. Edison Co. (Irving Place and 15th St.), 1924. Gratis. Published quarterly.

Film yearbook, 1924. New York: Film Daily (71 W. 44th St.), 1924. $2.50.

Buying guide, lists studies, laboratories, cameramen, directors, stars, theatres, etc.

Insurance directories are issued by the departments of insurance of many of the states. Recent publications have been received from Alabama, 1923; Kentucky, 1923; New Hampshire, 1923; Texas, 1924.

Julius Cahn-Gus Hill theatrical and moving picture guide. New York: Chronicle Pub. Co. (Columbia Theatre Bldg.), 1921-22. 800p. $4.50 with supplement.

1924 edition in preparation. Lists railroads, hotels, theatres, newspapers, transfer companies in U. S. and Canada.

Mercantile guide. 445 Mission st., San Francisco, Calif.: "Mercantile Guide" Directory Pubs. 890p. $6.50 plus postage. Biennial.

Business directory of the principal cities and towns of California.

Merchant Tailor Designers Association. Year book. 314 South Fifth st., Springfield, Ill.: L. A. Danner, secretary, 1924. 225p. Annual. Not for sale; circulation restricted to members of the association.

Millinery trade directory. New York: Illustrated Milliner Co. (656 Broadway), 1924. 320p. 25c.

Issued semi-annually. Lists manufacturers, importers of flowers, feathers, and hats.

Official railway equipment register. New York: Railway Equipment and Publication Co. (424 W. 33d St.), 1924. $2 per copy. $15 a year.

Issued monthly. Lists express and sleeping car companies, and private car lines as well as railway companies with detailed statements of equipment.

Pocket list of railroad officials. New York: Railway Equipment and Publications Co. (424 W. 33d St.), 1924. $2 per copy, $15 a year.

Issued quarterly. Lists names and addresses of railroad officials, railroad associations and members of state and federal regulatory bodies.

Standard insurance directory of New England. Boston: Standard Pub. Co. (141 Milk St.), 1924. $3.

Lists fire, marine, casualty, life and miscellaneous insurance companies.

United States. Employment Service. Directory of public employment offices. Washington: Govt. Prtg. Off., 1924. 20p.

Watts' official railway guide and hotel directory of South. Atlanta, Ga.: J. H. Watts Pub. Co., 1924. 292p. $3 a year.

Published monthly. Lists hotels and resorts in the South.

MARY ETHEL JAMESON, *Librarian,*
National Industrial Conference Board.

Hymn of Hate

By nature I lean to the gentle and kind;
I would not do harm to the mouse or the flea;
To grief or misfortune I'll never be blind,
And the least sign of sorrow is painful to me;
But there's one pest I hate—he makes me see red;
I would boil him with oil or suspend him on hooks;
I would out-Nero Nero to see him lie dead—
This pest who makes notes in the Library books.
I have read of some crimes that have made me turn pale;
I have heard of the misdeeds of Morgan and Kidd;
I know that spilt blood can tell many a tale,
And I've read nearly all of what Jesse James did.
In the course of my life I have heard quite a lot
Of pirates and such like and other great crooks;

But there's one crook I know who is not hung or shot—
The pest who makes notes in the Library books.

I'd fain be a high brow; I'd fain read the deep;
A treatise on Einstein would fill me with joy;
The reading of light stuff will put me to sleep,
And with less than old Plato my fancy will cloy;
But I cannot be wise, for my efforts are vain.
So I'll stick to cheap verse, with its ranting of brooks;
For studying science, all is made plain,
By pests who make notes in the Library books.

I'm not above joy in a play upon words,
And Harry L. Mencken can fill me with glee;
I'd like old John Burroughs, who wrote well of birds,
But all such, I fear, must be foreign to me;
So it's back to Zane Grey, for 'tis there I will stick;
From Plato to Mencken, wherever one looks
One comes across notes, and they're penciled in thick,
By pests who make notes in the Library books.

JOSEPH D. HEADE *in the* St. Louis *Post Dispatch* of September 30.

Wanted Lists of Books in Foreign Languages

To the Editor of the LIBRARY JOURNAL:

Occasional references to foreign lists in the department "Recent Bibliographies" have been found very useful.

The Committee on Work with New Americans of the Massachusetts Library Club wishes to urge more librarians making even short lists of recommended books in foreign languages, or lists for adult beginners in learning English, to send a copy to the LIBRARY JOURNAL for notice.

Lists of books for library use with foreign-born laborers, both men and women, are especially valuable, and worth sharing with others concerned with this phase of library work.

EDNA PHILLIPS, *Chairman*,
Committee on Work with New Americans,
Massachusetts Library Club

Library Dating Slips and the Post Office

THE local postmaster of a western city recently decided that libraries should pay first class rates on library books containing a dating slip. He held that the dating slip constituted a personal communication to the borrower. The matter was referred to the A. L. A. Committee on Federal and State Relations and at once taken up with the Postmaster General at Washington. Assurance was immediately given by the Department that it was not the intention to require first class postage on library books and that the local postmaster would be so notified. The Committee requests that it be informed of any similar cases in the future in order that they may also be brought to the attention of the Postmaster General.

Minneapolis Library Extension

THE proposed new building for the Minneapolis Public Library was definitely abandoned last year when the Library Board found itself unable to carry out the conditions which governed Mr. T. B. Walker's gift of land and art collections. As the site is convenient it was decided to spend $220,000 on remodeling the present thirty-five year old building.

A new wing will house all the service departments such as the cataloging, book-order and branch department, County service, Hospital service, receiving room, and supply room.

In the central court will be erected steel book stacks which will contain half a million books. All the books in the present book stacks will be moved into these central book stacks so that all the departments surrounding the court will have access to the book collection.

The rooms in which the service departments are now located and the large rooms in which books are now stored will be turned into large reading rooms for the public. This will give ample room to readers and ample space for books for many years to come.

The life of Dr. William T. Harris, who contributed much to the library movement as superintendent of schools at St. Louis, and later as United States Commissioner of Education, is to be published on November 1 by the National Education Association, under the title "William Torey Harris: His Philosophical and Educational Views," by Dr. John S. Roberts, of New York City, as a cloth bound volume, which will sell for two dollars.

Are You Voting?

Ashley, R. L. American government.
Beard, C. A. American citizenship.
Bishop, J. B. Pesidential nominations and elections.
Brown, G. F. Your vote and how to use it.
Bryce, James. American commonwealth.
Cruikshank, A. B. Popular misgovernment in the United States.
DeKoven, A. F. Primer of citizenship.
Gordy, J. P. History of political parties in the U. S.
Gross, E. A. Manual for women voters.
Hadley, A. T. Undercurrents in American politics.
Howe, J. B. The eve of election.
Jenks, T. W. We and our government.
Kales, A. M. Unpopular government in the U. S.
Munro, W. B. Government of the U. S.
——— Government of American cities.
Seymour, Charles. How the world votes.
Stanwood, Edward. History of the Presidency.
Young, J. T. New American government.

—*Bulletin of the Haverhill Public Library* for September.

THE LIBRARY JOURNAL

TWICE-A-MONTH OCTOBER 15, 1924

LIBRARIANS and teachers should hold themselves equally and jointly responsible not only for teaching children the use of the book, but in using the care of the book as a means of teaching thrift, care for public property and other personal and civic virtues, as is pointed out in Miss Tawney's article. The book can thus be made not only the key of knowledge, but an important element in upbuilding character, beginning with the child in the kindergarten and extending thruout school life and so into the still broader field of adult life for which preparation must be made in the school days. This teaching cannot be too elementary, for it is astonishing how many grown people in these days do not know their alphabet, but go thru page after page of the dictionary or telephone book, instead of striking toward the right letter, and how many do not know that a table of contents, giving a conspectus of the book, is usually to be found at the beginning and the alphabetical index for detailed references at the end of a book. This is indeed the A B C of book use, but A B C is, after all, at the basis of education. The child should be taught also that the title page itself indicates the individuality of the book and of the author, and that the actual date of writing the book is usually to be found in the copyright date rather than in the publisher's imprint. From this basis much good development may be worked out as the little learner stows away facts and methods which may prove of use in daily life. Begin at the beginning, as Miss Wisdom wisely points out; and the making and use of classroom libraries for the middle grades cannot be better treated than in the practical paper which comes from Miss Zachert's wide experience.

DURING the war the American Library Association did its meed as one of the "Seven Sisters of Service" thru its national War Service Committee, with the help of the men and women who volunteered for the overseas work as well as those who did their part at home. It is well that in this year of grace 1924, in which there seems to be the dawn of real peace, the library profession should turn its thought in that direction, as was done during Library Week at Lake Placid, the peaceful lake which like much else so-called does not always fulfill its name. The gathering itself was entirely peaceful and inspiring, and was honored by the presence of the Librarian of Congress, too little seen of late years at library meetings. The topic was emphasized by the address of Secretary Libbey of the National Council for the Prevention of War, whose protest to President Coolidge on national defense or mobilization day, attracted general attention, and other speakers usefully developed the subject from the library point of view. The propaganda for peace is one that can scarcely be criticized, for it is under peaceful conditions that libraries, like other educational institutions, do their best work. The American Library Institute, meeting simultaneously, dealt largely with the subject of adult education, on which a symposium will presently be printed in the LIBRARY JOURNAL.

ON another page will be found a summary from the official Labor News Service of the charges made against public libraries by the Library Employees Union at the Atlantic City meeting of the Executive Board of the American Federation of Labor. The report previously given in the press covered only one or two of the charges and to these we have already alluded. Further reading of the report extends the list of misapprehensions which it engenders. As before stated, the Carnegie Corporation has no control whatever over the expenditure of funds in the library systems whose buildings are Carnegie gifts, and with very few exceptions these libraries, when municipal, are administered by library boards appointed by the elected authorities of the city or town and having no relations with the Carnegie Corporation beyond their duty to require

as trustees of the gifts the appropriations for maintenance which the gifts involve. The charges seem to be made with reference to the library systems of Greater New York, in whose lower grades these complainants are largely found, apparently not informed of conditions elsewhere. The New York Public Library offers to the citizens of Manhattan, Bronx and Richmond boroughs the use of the finest reference library of its class in the world because of the great bequests forming the Astor, Lenox and Tilden Foundations and the recent generous gifts of New York citizens, which provide not only the collection, but also the cost of administration of this foremost library, including the salaries of the administrative staff of the reference department. This great responsibility is administered by trustees selected in accordance with the provisions of the endowments, including representatives of the City in the persons of the Mayor, Comptroller and Borough President, and these same trustees administer the circulation department, including the Carnegie branches, thruout the city. This is in accordance with the mutual contracts between the Carnegie Corporation, the City, and the Library trustees, and it would be a pity indeed if the reference and circulating divisions, so well administered by broad-minded citizens, who give their service without pay or stint, should be separated, and gifts from private citizens repelled by change of policy.

THE Brooklyn Public Library, which received from the old Brooklyn Library its Montague Street collections and endowments, includes on its Board representatives of the earlier library, but half of the membership are appointees of the Mayor, who, with the three officials above named, give the municipality a working majority, while with 1928 all members are to be appointed by the Mayor. The Board of the third system, that of Queens, is appointed entirely by the Mayor and has the same *ex officio* members, but it cannot be said that it has been administered with more effectiveness or more public spirit than the other two. In fact, Greater New York is an interesting example of the three methods of library government by a private board, by a board of mixed membership and by a board entirely appointed by the city's head. It must be confessed that the first-named method of government has been that which has insured the most generous gifts from private citizens, aside from the question of adequate support for the circulation Department. It is to be hoped that the American Federation of Labor will indeed make a thoro investigation of the allegations, as there is no class in the community to whom the public library system should mean more or so much as to the wage-earners whom this great organization represents.

IT is to be lamented that the greatest city of America gives least support to its library systems. The figures for 1923 show that, while Cleveland with a population of 796,000 made library appropriations of $836,666, or $1.05 per capita, and Boston with 748,000 appropriated $779,935, or $1.04 per capita, thus exceeding the dollar standard, and Detroit made a good third with 993,000 population and $881,568 appropriations, or 89 cents per capita, with other great cities following down the line, the New York Public Library for the three boroughs, aggregating 3,235,098 population, received but $1,073,262, or 35 cents per capita, and Brooklyn, with 2,156,000 population, received for its public library only $615,759, or 30 cents per capita—at the bottom of the list. For the upkeep of the Carnegie branches and the adequate supply of books and service for the public needs, New York in its budget for 1925 asked $1,410,026, and Brooklyn $913,446, while Queens, which like Brooklyn still lacks an adequate central library, and received in 1923 $286,230, a much more liberal per capita appropriation than its greater sisters received, asked for $953,244. Brooklyn has ruffled the Board of Estimate authorities by succeeding in its defense of its contract with the City in the mandamus suit, and His Honor the Mayor and the Comptroller, tho at swords points on all else, are united in disfavor of the unfortunate Brooklynites. Mayor Hylan accordingly criticized Brooklyn's desired increase as the most brazen demand that had come before him, quite ignoring the like appeals from the other boroughs, notably that of Queens. Post-war economies have compelled many libraries to starve the public appetite for new books and to limit replacements unduly, as well as to deny to the public the potential service they would gladly offer; but it is perhaps wiser not to ask too considerable increase in current appropriations, in view of the wholesome trend toward public economy which is reflected in the national and local budgets. It is always a pity, however, when economy goes so far as to interfere with efficiency in public service.

LIBRARY ORGANIZATIONS

NEW HAMPSHIRE LIBRARY ASSOCIATION

THE thirty-fifth annual meeting of the New Hampshire Library Association was held at Manchester, September 24-26, with a record attendance, 142 being present. President Willard P. Lewis gave an address on "The Librarian as an Educator." Following this, Margaret Widdemer spoke on her work as poet and novelist.

Thursday morning was devoted to "Helps for the Small Library," an informal meeting conducted by Frances Hobart, secretary of the Public Library Commission. F. Mabel Winchell, librarian of the Manchester City Library, led the discussion.

The general subject in the afternoon was the library and the trustee, with the following talks: "The Trustee and the Library," by the Hon. Walter D. Hood, of Winsted, Conn.; "Why Catalog a Small Library," by Mrs. M. B. Adams, Mason; "The Woman on the Library Board," by Mrs. W. B. Fellows, Tilton; and "Problems of a Library Trustee," by A. T. Dudley, Exeter.

Automobiles were furnished at 3:30 thru the courtesy of the Manchester Chamber of Commerce, for a sight-seeing trip about the city. At 6:30 a get-together dinner was enjoyed at the Carpenter Hotel.

The winners of the State meeting scholarships were announced at the opening of the Thursday evening session by Frances Hobart. These are awarded every year to the librarians in the smaller towns who show the most exceptional work in their libraries during the year. Martha E. Cutler, of Peterborough, and Clara Garvin, of Sanbornville, received the awards and attended the meeting as guests of the association. Grace E. Kingsland, of Hanover, and Hattie M. Greenough, of Langdon, received honorable mention.

"Magazines" was the topic of the session that evening. Robert Bridges, editor of *Scribner's Magazine*, gave a most entertaining talk on the subject from the editor's standpoint, while F. R. Strong, of the Rumford Press, gave some illuminating facts from the manufacturer's point of view.

At the Friday morning meeting, devoted to children's literature, Frederic Melcher spoke on "Better Books for Children," and Alice I. Hazeltine, children's librarian, Providence, R. I., on "The Library and the School."

The following officers were elected for the coming year: President, Grace E. Kingsland, Howe Library, Hanover; first vice-president, Nathaniel L. Goodrich, Dartmouth College Library, Hanover; second vice-president, Winifred Tuttle, City Library, Manchester; secretary, Helen G. Cushing, University of New Hampshire Library, Durham; treasurer, Helen C. Clark, Public Library, Concord.

WINIFRED TUTTLE, *Secretary.*

VERMONT LIBRARY ASSOCIATION

ST. JOHNSBURY was the scene of the annual meeting of the Vermont Library Association, Sept. 23-25, at which H. H. B. Meyer, president of the A. L. A., Walter Prichard Eaton, author, and Alice Hazeltine, children's librarian of the Providence (R. I.) Public Library, were speakers.

Mr. Meyer gave a stimulating address on the library and adult education. He said that only by intelligence can civilization maintain itself, and, while the library cannot create intelligence, it can develop and train it thru the use of the resources at its command.

"About Boys' Books—Perhaps," was the subject of Mr. Eaton's address. He deprecated the current tendency of children's librarians to include in lists of recommended books for boys only bloodthirsty and adventurous tales far removed from human experience. Boys need no prodding to indulge in such stimulus to the imagination, nor do they achieve imagination by running away from the facts of life, but by facing them. His plea was for more school and boy scout stories showing high ideals of conduct and codes of leadership.

Miss Hazeltine spoke of the educational force of the home, the school and the library, and asked individuals who are inclined to think of books as too expensive for purchase to remember that they are investments on which great returns may be realized.

The State Commissioner of Education, C. H. Dempsey, outlined school needs in the way of literature, emphasizing the need of placing books within easy access of the children.

An automobile trip, given thru the courtesy of the local Rotary Club, a visit to the Fairbanks Natural History Museum, and, before the formal sessions, a get-together supper served in the art room of the St. Johnsbury Athenaeum to sixty people, were enjoyable features of the social side of the conference.

The new officers are: President, Florence L. Pratt, Brattleboro; vice-president, Ellen Brown, Norwich University Library, Northfield; secretary-treasurer, Priscilla Bancroft, Proctor.

NEW YORK LIBRARY WEEK

INTERNATIONAL Friendship Thru Books was the theme of the sessions of the thirty-fourth Library Week of the N. Y. L. A., held at Lake Placid from September 22 to 27, a theme skilfully carried out thru the program arranged by President John Adams Lowe of the Brooklyn Public Library. Three hundred and twenty-one librarians and friends were in attendance, at what was voted a most enjoyable meeting. In addition to the program of the N. Y. L. A., the American Library Institute held two sessions.

Frederick J. Libbey, executive secretary of the National Council for the Prevention of War, struck the opening note in his address on "The Responsibility of Librarians for the Peace of the World." He suggested a shelf of books which aim to promote world fellowship and an effort to educate children to intelligent understanding of other nationalities. Clara W. Hunt of Brooklyn gave instances of how prejudices injurious to world friendship may be made or avoided by means of books. She urged the use of poetry and song and the choicest fairy tales of all lands, and ascribed our weakness in teaching world friendship thru books to the neglect of effort early in the life of a child and to the use of textbooks rather than works appealing to the imagination. Her hearers were furnished with lists of books which she believed should be translated into many languages for the furtherance of international understanding. George H. Locke, of Toronto, also made a plea for the imaginative and ideal in literature.

Visiting authors continued the theme of the meeting. Anna Hempstead Branch described the work of the Poets' Guild, which publishes poems on separate sheets, singly or in series, useful for gifts. The profits are to be used to establish a Poets' House on the East Side in New York. Subscriptions of $10 a year will print 1,000 copies at five cents a sheet. Henry Seidel Canby, editor of the new *Saturday Review of Literature*, recommended that Americans cultivate the reading of authors whose nationalities represent that of their ancestry, by way of coming to a better understanding of themselves. Constantine M. Panunzio and Konrad Bercovici charmed and impressed their hearers by their addresses, in which both men expressed their deep indebtedness to the American public library. Mr. Panunzio said that in American libraries he had his first opportunity to get access to his own great authors. He believed it a mistake to have library assistants of the same nationality as foreign users of the library, preferring cultured Americans instead. Mr. Bercovici spoke of the old world as rejuvenated in the new. American literature and the American theatre have become what they are thru foreign influence. Every foreigner gives as much as he gets in America. Barriers between nationalities become broken down in association here. If a group from each country could be sent home there would be no more wars.

Other authors who brought intense pleasure to their audiences were those scheduled for the evening programs. Besides Miss Branch, Marguerite Wilkinson read from her poems, and Dorothy Canfield Fisher read two unpublished stories written to order for her own small son.

Julia A. Hopkins, of Brooklyn, read an illuminating paper on present-day novelists, which included thirty of those who are representative in the reading of today, and who give an understanding of England and the English. Mary Eastwood's literary pilgrimage among Russian, French and Scandinavian authors emphasized the fact that a knowledge gained thru literature of the mental processes of a people as well as of the country itself gives added interest to travel.

The county library movement was dealt with by Mrs. Kate Deane Andrew of Elmira, describing Chemung County's success in securing the co-operation of supervisors and the city's library in giving service to the county, and by Ruth B. Drake, of Rochester, in a paper on the book wagon in Monroe County. Helena S. Le Fevre, of Middletown, reviewed the notable success of county organization in northern Michigan.

A. L. A. President H. H. B. Meyer was present to speak on the Association's newer activities,—scholarships, the new headquarters, adult education in twenty institutions, and international work. Herbert Putnam made a brief address to the winners of N. Y. L. A. scholarships at the scholarship dinner held Wednesday evening. After the dinner the scholarship alumni organized informally to raise funds for another scholarship.

Among committee reports that of the Membership Committee had its usual interest. As the result of a campaign in the seven districts of the state three institutional and 74 individual memberships were added. All have paid dues, bringing $83 into the treasury, and the expense of the campaign was but $16.20. The Committee on School Libraries reported that the regulation requiring the employment of trained librarians in the schools of the state has continued to interest the school authorities. In most cases they are ready to employ trained librarians if a sufficient number can be found.

The summer schools at Albany and Geneseo have trained this summer about thirty students each. Provision should be made next year for training a much larger number. No greater assistance in this matter could be given than by developing a six-weeks' course at the summer school at Columbia University. It should be a unified course like those given at Albany and Geneseo and should lead directly to library certification as the others do. At the present time there are about 275 school librarians' certificates in force in the state, obviously too few to meet the demand which will come during the next two or three years.

An invitation to meet at Niagara Falls next year and a resolution to consider Lake Placid again a meeting place were both referred to the Executive Committee.

Officers were elected as follows: President, Margery Quigley, Endicott; vice-president, Mrs. Kate Deane Andrew, Elmira; secretary, Laure C. Foucher, Utica; treasurer, Ira Sitterley, Fredonia Normal School.

CONNECTICUT LIBRARY ASSOCIATION

AGRICULTURAL literature was the main topic of the first day's meeting of the Connecticut Library Association, Sept. 17, as befitted the place of meeting, the Connecticut Agricultural College at Storrs, near Willimantic. President Charles L. Beach welcomed the visitors and told of the college and its work, including the Experimental Station and the extension work, after which the librarian, Edwina Whitney, presented some of the interesting features of the library, which has 18,000 books and 2,000 government documents which are gladly loaned to outsiders on request. Professor W. E. Britton of the New Haven Agricultural Experiment Station spoke on some books and bulletins relating to agriculture, with particular reference to those for rural libraries.

Foreign affairs were next in interest, with an account by Harry Miller Lydenberg of his five months' stay in eastern Europe, already described by him in the LIBRARY JOURNAL for September 1. Howard Bradstreet of Hartford in his talk on "The Old Library and the New Population" outlined ways for helping the foreign-born who comprise about one-third of the population of the state. At the first evening session Clarinda C. Richards of New York gave a most interesting talk on the reconstruction work done by the Society of Friends in Poland following the return of the refugees from Russia.

Matters of professional interest were taken up by Edith M. Phelps of the H. W. Wilson Company, reviewing some of the latter's recent publications; Miss Jones of Wallingford, who spoke on censorship in the rural library, and F. K. W. Drury of Brown University, giving five points to consider in picking plays for amateur production. Mr. Drury's talk was supplemented by one by Professor H. A. Sneckerson of Storrs, who stressed the value of the little theatre movement to rural communities and described his work with the State College Players. The last speaker was Dr. Edmund W. Sinnott of Storrs, who, speaking on the "Architecture of Early New England Churches," traced their evolution from the earliest structures, when they were meeting-house, storehouse, and fort, thru the time when they became really church-like, their changes paralleling the changes in the lives of the people.

An invitation from the Eastern Massachusetts Library Association to meet with all the New England associations and the New York Library Association at Swampscott next June, was accepted. In view of this it was voted to have the May meeting preferably in the central part of the state.

Officers elected were: President, Edna H. Wilder, Middletown; vice-presidents, William H. Bishop, Brooklyn, Judge George N. Carrington, Winsted, May A. Gates, Willimantic, Lucius F. Robinson, Hartford; secretary, Greta Brown, New Britain; treasurer, Helena B. Alford, Hartford.

IOWA LIBRARY ASSOCIATION

THE thirty-fourth meeting of the Iowa Library Association, held in Boone, October 1-3, was the largest meeting of the association, there being 225 present.

The address of welcome was given by Mrs. A. J. Barkley, president of the Library Board, in which she paid tribute to Senator C. J. A. Ericson and his daughter, Miss Rena Ericson, for their gifts for the original library building and for the beautiful addition which was erected last year.

An address on "Music Appreciation and the Library" was given by Fannie R. Buchanan, of Grinnell, educational lecturer for the Victor Talking Machine Company, illustrated by Victrola records. Following Miss Buchanan, Frances Mason gave a short explanation of the beautiful color prints which adorned the library walls, loan exhibits from various places. She called attention to their good and bad points and showed other prints more or less desirable.

In the evening, Dallas Lore Sharp spoke on "The Magical Chance" which comes to everyone in opportunities which if seized result in development to the individual and benefit to the world. To adhere thruout life to the decorous and conventional will often damage, kill

or ignore the chances which otherwise might be utilized. He gave as examples of men who had made the escape Dana, the author of "Two Years Before the Mast," Jack London, Bret Harte, and others.

At the Thursday afternoon session Sheik Rafel Emmanuel of Mesopotamia spoke on "Folklore and Songs of Chaldea." "The Why and How of County Libraries" was discussed by Frances Hannum, of Racine, Wis. This talk was most helpful because of the fact that it was Miss Hannum's own experience at no very distant past, and she endeavored to show to Iowa librarians that what had been done in Wisconsin might be done in Iowa. Miss Mason gave a talk on "Art and Library Posters" illustrated by posters furnished for the purpose. Miss Mason freely criticized these in showing good and bad art and violation of the principles of design which should govern poster making.

In the evening the librarians were the guests of the Boone Woman's Club at a lecture on "Art and the Community," by Dudley Crafts Watson, Art Institute, Chicago. Mr. Watson's plea was that the large amount of leisure which now comes to us thru inventions and discoveries should be utilized in a manner which would enrich the lives of all.

Friday morning Emily Van Dorn Miller, editor of the *Booklist*, spoke on "To Buy or Not to Buy," suggesting the later books which might be desirable for libraries but not yet in the *Booklist*. Mrs. Eva Cloud Taylor, of Indianapolis, a former children's librarian of Iowa, spoke on "Present Needs and Opportunities in Library Work with Children."

The following officers were elected for the coming year: President, Mary Rosemond, State Library, Des Moines; vice-presidents, Mary Egan, Clinton, and Frances Mason, Boone; secretary, Elizabeth Walpole, librarian, Storm Lake; treasurer, Sadie Stevens, librarian, Carroll.

COLORADO LIBRARY ASSOCIATION

TWO notes of hope were sounded at Colorado's thirty-fifth annual meeting at Boulder, September 11-13. For the first time, a librarian from the "western slope" of the mountains by which this great state is divided, actually attended—after a 24-hour railroad trip and expense as great as that of many an A. L. A. to Western members. All honor to this adventurer, Miss Nutter of Delta, and to the generous board which sent her. And it was announced that the State library commission had actually received a sum of money from the state sufficient to publish *Colorado Libraries* until January 1st. Furthermore, the Governor came to the conference to give an address on "The Librarian's Opportunity to Awaken Social Consciousness in the Young."

The new legislative committee which will attempt again to put thru the bill for financial support and consolidation of the state library commissions received fine encouragement and suggestion. The legislative program of the state association has been adopted as a plank in the platform of tht Democratic state platform this fall. Dr. Sowers stated that the states get a fund for libraries averaging two per cent, which would give Colorado $18,000. This is over twice what the legislative committee are asking for.

The meetings were held at Boulder, the seat of the state university, a charming town perched on the eastern slope of the foothills of the Rockies, an hour from Denver. The program was given on the campus, the Association being guests of the University and town libraries. About eighty were present including several librarians from Wyoming, including Mrs. Rogers of Casper, and Mrs. Moore of Cheyenne, both progressive county libraries.

Features of professional and literary interest alternated during the session. Rena Reese of Denver gave a paper on "New Standards in Library Training," reviewing the Carnegie Corporation report and the work of the Temporary Library Training Board. A visit was made to the University library to see the fine new book stack wing accommodating 250,000 volumes. The extension department is also doing valuable service to the clubs and high schools of the state.

Mrs. George F. Reynolds of the English department gave a dramatic reading of Milne's "The Romantic Age," on Thursday evening, which was followed by a reception in the Fine Arts building. At the general session the next morning Miss McClung, librarian of the Park Hill branch in Denver, described her Poetry Circle which is interesting the girls of the neighborhood in the reading and occasional writing of poetry. Mrs. E. A. Hollscher of the State Preparatory School followed with a helpful paper on "Some Tendencies in Current Literature." At sunset all adjourned to the heights of Panorama Park above the town for entertainment offered by members of the Boulder chapter of the Colorado Mountain Club.

The new officers are: President, Helen Ingersoll, supervisor of branches, Denver Public Library; vice-president, Katharine Marvin, librarian, Sterling Library; secretary-treasurer, Linda M. Clatworthy.

SOUTHWESTERN LIBRARY ASSOCIATION

TEN-MINUTE talks on library conditions in southwestern states by delegates to the second biennial conference of the Southwestern

Library Association at Sante Fé, N. M., August 28-30, combined with papers on the art and literature of the southwest to make a program of absorbing interest. Wilma Loy Shelton, of Albuquerque, presided in the absence thru illness of President Elizabeth Howard West, of Austin, Texas.

Miss West, however, was an active participant in the meeting thru a paper on library conditions in the southwest in general, and by another paper on the opportunity of the library to assist in the illiteracy crusade, read by Le-Noir Dimmitt, of the University of Texas, Austin. A corner in the library reserved for aid to America's illiterates and near-illiterates would be an instructive and helpful one, she said. The library may not be able to have classes of illiterates within its walls, but it can give to teachers of adult illiterates opportunity to examine approved reading tests and writing equipment and other books for adult beginners. Club women and speakers on illiteracy need access to statistics, clippings, magazine articles and bulletins.

Isabel L. Eckles, state superintendent of public school instruction, said that, properly taught, reading should develop the child's taste for literature, fit him to read intelligently and with delight great works of literature, and create a lifelong interest in reading.

"To consider speech as a literary element may seem odd, especially with the Anglo-Saxon, whose ordinary speech is so far from being so, yet with our Spanish-Americans it is not only a literary element but the chief literary element and medium which they have," said F. S. Curtis, Jr. "The Spanish ability for impromptu verse is as live here as in any other country of Spanish origin. It seems to come as easy as breathing, and almost every Spanish-American community possesses its champion "poeta" or versifier whose functions are many and various. Weddings, births, deaths, baptisms, fires, all events, tragic and comic, fall within the province of this functionary. The time is not so far past when here in Santa Fé of a Saturday night the College Street bridge had a poet at each end, the one at the north singing the glories of Santa Fé and the one at the south those of Analso (the region of the south rio) and neither failing to point out the peccadilloes of the bailiwick defended by his opponent."

Olive Rush, who contributed "Art in the Southwest," sees in New Mexico a world art center. The state's lure for painters, who are coming here in increasing numbers, lies partly in the charm of the rugged scenery—unusual formations with weirdly beautiful colorings. The people—the picturesque Pueblo and the Spanish type, give additional incentive.

J. Frank Dobie, professor of English at the A. and M. college at Stillwater, Okla., read a paper on "Folk Lore of the Southwest and What is Being Done to Preserve It." Elizabeth Wills de Huff gave a talk on Pueblo Indian folk tales, including a number of stories from "Tay-Tay's Tales," of which she is the author.

"A quarter of a century ago the American Folk Lore Society depended on its activities to a large extent on men and women whose interests were more or less literary; today it depends largely on men and women whose interests are purely scientific, largely anthropological," said Professor Dobie. "The result is a large hiatus, a blank, in investigation and preservation of native folk lore." Saying he did not wish to be understood as deploring the shift of interest, he sketched the work being done by the New Mexico Archaeological Society, School of American Research, Smithsonian Institute, and others which, he said, have taken an exceedingly broad view of the field of archaeology in the southwest and embody substantial folklore in their reports. He called attention to the fact that state historical societies are preserving Indian lore. Saying that negro folk lore in the old south is a rich but scarcely touched field, he discussed the influence of Spanish folk lore in the southwest, to which he said the late Emerson Hough had called attention.

The ten-minute talks revealed the growing interest in library affairs in southwestern states.

Arkansas, Mrs. Virgil McLellan reported, has had an access of interest in library work since the A. L. A. conference at Hot Springs in 1923. Traveling library service and organization of libraries bring more calls than the state aid can meet. Arizona has fourteen counties, of which but four have public libraries, with three semi-public libraries in two others. The University of Arizona conducts a traveling library service. Tucson has a Carnegie library with 30,000 volumes. The Copper Queen libraries in Bisbee and Douglas are open to the public but maintained primarily for the benefit of the employees. Mrs. John B. Hird, of Louisiana, also reported increased interest since the A. L. A. conference. There is a state library commission but no funds for work. All is being done by private subscription. Most of the libraries in the small towns of Texas are supported by donations or subscriptions. Six county libraries have been recently established. New Mexico recently organized a state library association with 75 members, which is making plans for another attempt to secure a library

law. There are twenty libraries, three in Carnegie buildings. Oklahoma ranks first in proportion of libraries to population. The library commission has 27,275 books in its collection, has 766 traveling libraries, and in 1923-1924 sent out 29,468 books. The public libraries circulated 377,832 books, an increase of 32,079. In Mexico the University of Mexico is doing much in library extension thru the Library Division of the Mexican Department of Education. Traveling library service is on the increase and the representatives of library work are very hopeful for the future, particularly since the government shows an awakened and growing interest in making available library service to the ignorant and unlearned.

Rafael Heliodoro Valle, of Mexico City, read a learned paper on relations between art, science and religion. Isidoro Armijo, receiver of the Santa Fé Land Office, acted as interpreter.

Officers were elected as follows: President, Wilma Loy Shelton, Albuquerque; Metta Woodward, Okla., secretary, and Christine Sanders, Helma, Ark., treasurer. The vice-presidents, representing the six states in the association, and Old Mexico are: Arkansas, Mrs. Beatrice Prall, Little Rock; Arizona, Kate Goodrich, Douglas; Louisiana, Lois Henderson, Shreveport; Mexico, Jaime Torres Bodet, Mexico City; New Mexico, Sue Goree, Santa Fé; Oklahoma, Mrs. Alma McLean, Tulsa; Texas, Frank Patten, Galveston. Tulsa, Okla., was chosen for the next biennial meeting of the association.

PACIFIC NORTHWEST LIBRARY ASSOCIATION

AT the fifteenth annual conference of the Pacific Northwest Library Association, held in Victoria, B. C., August 25th to 27th, there were 137 registered delegates, and about an equal number of Victoria citizens attended the evening sessions.

The library as a factor in adult education was the general topic of the conference and was dealt with both in formal speeches and in round table discussions. In his presidential address, John Ridington, of the University of British Columbia Library, described the increasing importance of books in modern education. "The library has become the very heart and core of our best schools and colleges, but the intelligent and intensive use of books must be carried beyond the school room to the man in the street. We must encourage fearless and honest thinking, for just as the remedy for the ills of democracy is more democracy, so the cure for the defects of present-day education is better education. No means now available will accomplish this more effectively than those habits of mind that come from wisely guided reading, or by explorations, undertaken for one's own pleasure and satisfaction, into the treasure houses of experiment and experience to which books are the keys."

Peter Sandiford, of the University of Toronto, in his talk on the possibilities of education among adults, admitted that there is a measure of truth in William James' dictum that man seldom has a new idea after he is twenty-five. However, with a little more effort, a more intense and sustained application than is necessary in youth, those of middle age and of old age, too, have the power of learning new things. Dr. Sandiford described methods of adult education in England, where he was formerly connected with the Workers' Education Association.

One entire day was devoted to papers and discussions on the methods of adult education. Joanna H. Sprague, of Salt Lake City, and John S. Richards, of the Ellensburg State Normal School, suggested ways in which libraries can work with night and continuation schools, labor colleges, neighborhood houses and other agencies. Miss Sprague believes that libraries can do much in supplying books and information service to other educational organizations, that the library should not itself attempt to become a direct agent. "This is an age of specialization" . . . . "Specially trained teachers are needed for these special classes. We are specialists only in our own big field, the world of books. To select wisely, purchase and distribute these is the work on which we must specialize. It is a field large enough for the most energetic and ambitious."

Reader's advisory bureaus and similar information services were described by Jacqueline Noel, of Tacoma, and Helen Remsburg, of Puyallup. Methods of attracting and holding the interest of foreigners were dealt with by Agnes C. Hansen, of Seattle, and Zerlina Loewenberg, of Portland. Miss Hansen believes many educational needs of the immigrant can be supplied by the library, among them an understanding of American values, and of American customs, and control of the English language. "I place the understanding of American values first, because I find that the most perplexing thing to the average immigrant is the American passion for uniformity. It takes the alien a long time to discover that the American has other values, and longer still to discover what they are. He therefore concentrates all his energies on quickly acquiring uniformity of dress, manner and speech, thus suppressing all natural expression of his own racial culture." Methods by which the library can hold the interest of students leaving school were outlined by Helen G. Stewart, of Victoria,

and Lois M. Lyon, of Seattle, who agreed that altho the library can do much in attracting the boy or girl out of school, the real solution lies in the adoption of teaching methods which will better prepare the student for independent study when he leaves school. The building up of a reading tradition in the home is equally important.

"The New Outlook of the A. L. A." was presented by Judson T. Jennings, its retiring president, in a talk which gave to his audience much of Mr. Jennings' own faith in the A. L. A. and his enthusiasm for the big projects which are now being undertaken.

One of the most interesting and largely attended sessions was a "book evening" arranged by Sarah V. Lewis, of Seattle, during which the problems of administration were forgotten and many librarians and Victorians told of new voices in literature which they had heard during the year. At another evening session Judge F. W. Howey, of New Westminster, gave an address on the early literature of British Columbia. Judge Howey is known thruout the Pacific Northwest for his knowledge of the early history of this district.

One session was devoted to round table discussions and one to the business of the Association, which elected the following officers: President, M. H. Douglass, University of Oregon Library; vice-presidents, Ellen G. Smith of Walla Walla; and Edgar S. Robinson of Vancouver; secretary, Constance R. S. Ewing of Portland; treasurer, Effie L. Chapman of Seattle.

The exceptional hospitality and interest of the librarians and citizens of British Columbia was such as to demand special mention in any report of this conference. Large numbers of citizens attended all of the evening sessions and several distinguished Victorians contributed to the program. The Association was most lavishly entertained both in Victoria and in Vancouver.

RALPH MUNN,
Publicity Committee.

BOSTON SPECIAL LIBRARIES ASSOCIATION

THE Special Libraries Association of Boston held its first meeting of the year on Monday evening, September 29, at the Walker Memorial Building, Massachusetts Institute of Technology.

As this was the opening of a new year, the subject for the evening was "The Special Libraries Association of Boston, What It Was and What It Should Be." One of the charter members, Mrs. Hartzell, of Dana Hall, Wellesley, told of the organization of the Association on June 4, 1918, with twenty-six librarians present.

Lewis A. Armistead, of the Boston Elevated Railway Co., mentioned the publication of the "Directory of Special Libraries in Boston and Vicinity," which was issued in March, 1920, followed by a second edition in June, 1921, under Mrs. Hartzell's leadership. He expressed the hope that it might be possible for the smaller libraries to send to the Association a monthly list of their accessions, these to be duplicated and a complete set to be distributed to each library.

Mr. Hardy, also a charter member, and this year president of the national Special Libraries Association, gave a most interesting and entertaining account of an attempt some twelve or fourteen years ago to organize a sort of eastern district group of the national S. L. A. This, however, did not survive as there were not enough members to maintain it. He, too, pointed out that the meeting of local groups of librarians and then again of these groups together at the national meetings has brought about that splendid co-operation which is found among special librarians thruout the country at the present time.

The meeting was then turned over to Mr. Alcott, of the Boston *Globe*, who, with other members, reproduced the little play or "Mellerdrammer" which the Boston members staged last June at the Saratoga meeting.

LIBRARY OPPORTUNITIES

No charge is made for the insertion of notices in this department.

Answers should be addressed to the respective advertisers, not to the editor.

Those announcing positions open will save unnecessary correspondence by making a statement of their requirements regarding the education, sex, approximate age, health, etc., of candidates for these positions.

POSITION OPEN

Wanted: Assistant experienced in children's work to take charge of and develop grade school stations. Also assistant for general adult work, including circulation, reference, cataloging and some outside station work. Salaries $1200 to $1500 depending on qualifications of applicants. Hackley Public Library, Muskegon, Mich.

Children's librarian with library school training and experience wanted in Savannah, (Ga.) Public Library. Salary commensurate with qualifications.

Princeton University Library invites applications for a position as assistant cataloger of periodicals. Initial salary of $1,500, with opportunity for advancement. Address: J. T. Gerould, librarian.

AMONG LIBRARIANS

BOYER, Emma M., 1918 Western Reserve, is now librarian of the Statistical Department, Union Trust Co., Cleveland.

BURGY, Florence D., 1917 Western Reserve, appointed librarian, Alma College Library, Alma, Michigan.

CALFEE, Margaret E., 1914 Western Reserve, is librarian, Dupont Experimental Station, Wilmington, Delaware.

CAMP, Mildred, 1924 Illinois, appointed librarian of the Ricker Architectural Library, University of Illinois.

CATE, Chester M., formerly first assistant, appointed librarian of the Henry E. Huntington Library and Art Gallery, San Marino, Calif., succeeding George Watson Cole.

COLE, George Watson, has resigned the librarianship of the Henry E. Huntington Library and Art Gallery, San Marino, Calif., which he has held since October 1, 1915, for rest, travel, and private bibliographical research.

Dr. Cole was graduated in 1888 with the first class to graduate from the first American library school at Columbia University. He was cataloger at the Fitchburg (Mass.) Public Library from 1885 to 1886; librarian of Pratt Institute, Brooklyn, N. Y., from 1886 to 1887; assistant in the Newberry Library, Chicago, from 1888 to 1890, and librarian of the Jersey City (N. J.) Public Library from 1891 to his resignation in 1895 to devote himself to bibliographical work. His best known compilations are the catalogs of Americana (5 v., 1907) and of English literature and miscellanea (2 v., 1909) in the E. Dwight Church Library, and the check-list of English literature to 1640 in the Huntington Library, 1919, with additions and corrections, 1920. He is also the author of numerous books on bibliographical topics.

DUKES, Frances C., 1913 Wisconsin, (Mrs. Forest F. Carhart), is librarian for Lincoln High School of the Des Moines city schools.

ENGLISH, Gladys, 1917 Western Reserve, is librarian, Piedmont High School Library, (Calif.).

ERWIN, Florence D., 1923-24 Illinois, appointed librarian of the LaPorte (Ind.) High School Library.

HUTCHINSON, Lillian L., 1918 Western Reserve, is librarian, Venice (Calif.) High School.

KELLY, Gertrude Cecilia, 1918 Wisconsin, is now a cataloger in the government library of the Panama Canal Zone, Balboa Heights.

LILLIEQUIST, Lillie C., 1918 Western Reserve, is now field librarian, with Gaylord Bros., Syracuse, N. Y.

MORRIS, Esther F., 1923-24 Illinois, appointed high school librarian at Mankato, Minn.

SHARPLESS, Helen, 1901 Drexel, of the Faculty of Skidmore College, Saratoga Springs, and formerly of Haverford College Library, appointed to the faculty of the Syracuse University Library School to teach reference work and cataloging.

STEWART, Lavinia, 1913 Wisconsin, appointed librarian of the Connecticut College Library at New London.

VOGELSON, Helen E. 1905 N. Y. S., assistant librarian, appointed head librarian of the Los Angeles County Free Library succeeding Celia Gleason, who resigned last June.

WARNOCK, Lucille M., 1920 Illinois, has resigned as librarian of the Agricultural Library of the University of Tennessee to become reference librarian of the Nebraska University Library, Lincoln.

WIEDER, Callie, 1914 Wisconsin, has resigned as librarian of the Public Library, Marshalltown, Iowa, to be librarian at Waterloo, Iowa.

WIGHTMAN, Dorothy, 1921 Western Reserve, is librarian of the Public Library, Kittanning, Pa.

Positions in the libraries of New York high schools have recently been filled by the following graduates of the New York Public Library Schol: Rachel R. Anderson, 1917-18, Manual Training High School; Florence E. Foshay, 1913-15, Bryant High School; Bertha Greenebaum, 1917-19, Textile High School; Mrs. Josephine Pavis, 1918-22, Seward Park High School; Madelyn Perkins, 1922-23, Commercial High School.

Further appointments of the 1924 class, Wisconsin class are: Margaret Blakely, head of the circulation department, Public Library, Wichita, Kansas; Geraldine A. Demmler, in the children's department, Fort Wayne Public Library; Germaine DuBrucq, assistant in the county department, Public Library, Fort Wayne, Ind.; Mrs. Violet E. Kohler, librarian of the Public Library, Ponca City, Oklahoma; Marian D. Rugg, assistant in Washington University Library, St. Louis, Mo.; Elizabeth W. Simpson, assistant, Public Library, Macon, Georgia.

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IN THE LIBRARY WORLD

MASSACHUSETTS

Ninety-four libraries, containing 3,587 books, making 95 visits to 92 towns and villages, were put in circulation by the Woman's Education Association, Inc., according to the 52nd annual report for the year ending January 18. The circulation of 88 of these libraries was 9,475. The special libraries were retired and the libraries in foreign languages given to the state commission. The Association issues leaflet-catalogs of its travelling libraries, many of them memorial collections. The library in South Acton is very much a centre of community work, reports Alice G. Chandler, secretary. "One evening the Boy Scouts were holding a meeting in the front of the room, a dental clinic was being held in the middle, and Mrs. Edney [custodian] was taking lessons in cataloging from Miss Wiggins in the rear, the room being 25 feet long. They say the Boy Scout meetings are much more dignified than when they were held in a barn."

NEW YORK

Library Legislation during the current year as reported by William Frederick Yust at the Lake Placid meeting of the New York Library Association during the week of September 22nd includes the following items.

Taxes and Bonds. A minor amendment clarifies the law relating to exemption from taxation of libraries. A bill authorizing municipalities to issue bonds for library purposes on the same conditions as other bonds failed.

County Traveling Libraries. The bill introduced at the instance of the Library Extension Division amended the education law to permit county supervisors to establish and maintain traveling libraries by appointing a committee of five to have charge, expenses to be paid in the same manner as other charges against the county.

Standards of Service. An unsuccessful effort was made to repeal the law under which the regents recently put into effect a voluntary system of certification for librarians. Another unsuccessful bill required the librarian in any library supported by public funds to be a citizen.

Special Libraries. For the Library of Port Chester, incorporated in 1877 under a self perpetuating board, an amendment provides that additional trustees be appointed by the village board and successors to life trustees by the village president. The property and income of the corporation may be increased and a contract made with the village for money for maintenance.

The Wadsworth Library of Geneseo is empowered to invest its funds in the kind of securities prescribed for savings banks and in bonds and mortgages on real property worth fifty per cent more than the amount loaned.

The Jewish Theological Seminary of America is incorporated with twelve trustees who may increase their number to eighteen. The object is to establish a library of books and manuscripts in Hebrew and cognate languages. Consolidation with other corporations having similar purposes is permitted. The Pierpont Morgan library is incorporated as a free public reference library. See LIBRARY JOURNAL for March 1st, p. 215-220.

Disgusting Literature. A bill relating to "prosecutions for the sale and circulation of obscene or disgusting literature," failed.

Law Libraries. Of seven bills relating to law libraries only two passed. One increased the salary of the librarian of the Supreme Court of Binghamton from $1,200 to $1,500 and that of the librarian of the appellate division, fourth department, from $4,000 to $4,500.

A bill removing the limitation of $5000 for the salary of the librarian of the Supreme Court library at New York, also the maximum of three assistants was passed but was vetoed by the Governor.

An amendment placing the county court library of Kings County under the control of the judges of the said court failed.

As last year a bill to exempt from taxation the property of bar associations used for a law library failed.

The law library of the third judicial district tried to get $3,000 from the state for books, furniture, etc., but the law requires that its maintenance be a charge on Greene County.

An amendment to the education law proposed the placing of the eighteen supreme court libraries under the fiscal supervision of the commissioner of education. According to this plan the governing body would report annually as do now the five hundred seventy-five public libraries for which the state appropriates $40,000 annually, or practically the same amount as that received by these eighteen libraries.

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NEW JERSEY

A note in *The Library and the Museum Therein*, the bulletin of the Newark (N. J.) Public Library, thus summarizes the activities of the library in the year 1923:

"Meanwhile [while refitting the library to the new addition] we rebuilt, equipped and started into work two branch libraries and planned a third; bought more books in 1923 than we had in any year since the library opened in 1889; lent more books in 1923 than we have in any year since 1917; and this includes lending far more libraries to schools than ever before; broke all records in lending pictures and designs; we brought in and fitted to their several tasks more new workers than ever before in a year; classified by subject about 40,000 pamphlets and, with the help of a simple device, set them in rows where they occupy a tenth of the space that the same number of books would fill, yet can be each found readily; improved on our best question-answering tool—an Information File—which now fills eighty vertical file drawers; we enriched and improved our picture collection until, in addition to several hundred thousand "pictures," it contains, or guides one easily to, tens of thousands of designs in every field of applied art, from fancy kites to Coptic textiles. As for changes in methods, rules, processes, furniture and equipment, we had some thereof, every day!"

NORTH CAROLINA

Elon College. The Carlton library of Elon College, the gift of four members of the Carlton family, was formally presented to the college September 27th. The donors furnished the building thruout besides meeting the cost of its erection, which reached $100,000. The building has an ultimate capacity of 187,500 volumes. There are fourteen professors' studies and seven seminar rooms, besides two reading rooms, one for men and one for women students. The building is unique in that its stack room is a building in the form of a vault inside the library building itself, which is fireproof. This double protection against fire or other accidents is a feature on which the donors especially insisted.

GEORGIA

Appropriation for the Georgia Library Commission for 1926 is to be $10,000 instead of $6,000 the present appropriation. The increased income will make possible the long desired building up of the Commission's lending collection and more work by the headquarters' staff in organized work thruout the state.

OREGON

Eugene. Contractors have begun work on the new science building at the University of Oregon, which will house the departments of geology and psychology and provide reading room space on the second floor until a new library is constructed adequate to the needs of the university.

NEW ZEALAND

Auckland. The rebuilding of the Parnell branch and the erection of a branch at Grey Lynn are part of the plans for next year's work at the Auckland Public Library. The forty-third annual report shows 118,701 volumes in the libraries, including the Leys Institute, a reference use of 117,416 and a circulation of 406,107 books, both increases over last year.

LIBRARY CALENDAR

Oct. 15-17. At Saginaw. Headquarters at the Hotel Bancroft. Meeting of the Michigan State Library Association.

Oct. 15-17. At Omaha. Nebraska Library Association.

Oct. 15-17. At Emporia. Headquarters at the Hotel Broadview. Annual meeting of the Kansas Library Association.

Oct. 16-18. At Asheville, N. C. Headquarters at Grove Park Inn. Southeastern Library Association.

Oct. 21-23. At Bloomington. Illinois Association.

October 23. Three o'clock. At the new library at Teachers College, Columbia University, New York Library Club.

October 23 and following days. At Springfield, Mass. Joint meeting of the Massachusetts and Western Massachusetts library clubs.

October 27-30. At Pierre. Library Institute under the auspices of the South Dakota Library Commission in connection with the South Dakota Library Association's meeting.

October 30-31, at Providence. Rhode Island Association.
Headquarters at Library, Commercial High School.

Nov. 12-14. At Indianapolis. Indiana Library Association.

Nov. 20. At New Brunswick, N. J. Fall meeting of the New Jersey Library Association. Morning session and lunch at the New Jersey Collge for Women; afternoon session at Rutgers College.

November 20. Eight o'clock. At Roosevelt House, 28 East 20th St. New York Library Club.

November 28. At the Forest Park High School, Baltimore. Maryland Public Library Commission's annual library conference.

November 29. At Columbia University, New York. Twelfth annual conference of Eastern College Librarians. Those intending to be present should notify Frederick C. Hicks, Columbia Law Library.

June, 1925. Toward the end of the month. At Seattle, Wash. Forty-seventh annual conference of the A. L. A., provided satisfactory arrangements can be made.

OXFORD BOOKS

Documents on Christian Unity 1920-24. Edited by G. K. A. Bell. $2.50.

This book contains ninety documents concerned with Church Unity.

A History of France from the Death of Louis XI, by John S. C. Bridge. Volume II; Reign of Charles VIII, 1493-98. $5.35.

Of the first volume, published in 1921, *The Times Literary Supplement* says: "Mr. Bridge has chosen his period well. It is one that has scarcely been touched by English historians. . . . He has produced a volume which no writer on England in the fifteenth century is likely to leave unread."

White Jacket: or The World in a Man-of-War. By Herman Melville. With an introduction by Carl Van Doren. Net 80c.

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THE OPEN ROUND TABLE

THE LIBRARY SURVEY

To the Editor of the LIBRARY JOURNAL:

In re your editorial on the "Survey" in the current JOURNAL.

As I have as yet received no communication from the Committee that would justify my forming an opinion, I cannot say whether the questionnaires against which lances are being broken, have been wisely composed or not. But one thing should be borne in mind. And that thing is that no one can plan wisely or build wisely without knowledge of actual conditions. The Committee proposed to find out what actual conditions are and then to acquaint us with them. In the ultimate analysis it is as simple as that.

We may consider that many of the schedules are too long or that they are devoted to matters of no real importance. If the latter is so we may express regret, but when we have wiped the sweat from our brows we are not likely to say that any really important things are omitted.

When the "Survey" is printed we may disagree with conclusions held or recommendations advanced therein but we shall have the facts.

And as a profession endeavoring to build it would seem to me we should be exceedingly grateful to any one willing to provide us with the facts.

O. R. HOWARD THOMSON,
James V. Brown Library, Librarian.
Williamsport, Pa.

THE MEDICAL LIBRARIAN

October 7, 1924.

To the *Editor* of the LIBRARY JOURNAL:

Will you allow me space for a reply to Miss Brinton, who challenges the accuracy of my statement in "The Hospital Library" in regard to medical librarianship? "Miss Jones," she says, "dismisses the subject thus: 'A librarian trained or experienced in all branches of library work will have no difficulties in carrying on the medical library in spite of lack of knowledge of medical terms which she will soon acquire.' This is, unfortunately, the general librarian's attitude toward medical librarians. No account is taken of the time it takes to acquire the knowledge of what books to purchase, what journals to subscribe for, if professional medical library work is to be done. Miss Jones is speaking of the clerical worker only."

Just why Miss Brinton should assume that I was speaking of the clerical worker only, when I expressly stated "a librarian trained or experienced in all branches of library work," I do not understand. A clerical worker could not assume the librarianship of a medical or any other special library, but a librarian trained or experienced in all branches of library work could and can and does make a success of medical library work. I did it myself and I do not lay claim to more than the average amount of brains or application. Miss Carrie Williams is doing it now in the Massachusetts General Hospital medical library.

To emphasize and reaffirm my statement I submit the following bit of autobiography. After ten years in the Radcliffe College library where I cataloged and classified the first 18,000 volumes of that library, did all the reference work for professors and students, handled the numerous periodicals, the pamphlets and the binding, all I needed to learn to handle the 5,000 medical books and the 5,000 medical pamphlets in McLean Hospital was the medical nomenclature, the medical reference books and the sources of medical information. The foundation of library work—cataloging, classification (I made a new one at McLean with the help of the doctors), reference work, etc., was the same for the medical library as for the college library. Miss Williams, trained in a public library, finds medical library fundamentals no different from those of the public library. I did, of course, ask questions of the doctors at McLean Hospital and I consulted the Boston Medical and the Massachusetts General Hospital libraries and borrowed books from the Surgeon-General. In other words, I studied my especial job as any librarian must do when she undertakes a specialty.

As a matter of fact, I had much more to learn in handling the patients' or general library, for I had little knowledge of current fiction and no understanding of the psychology of the insane. That library called for tact, sympathy, human interest, a constant giving of one's self, while the medical library simply called for an intensive application of library technicalities and a degree of initiative. So, from fifteen years' experience with a medical library, I reaffirm that "a librarian trained or experienced in all branches of library work will have no difficulty in carrying on the medical library," and I refuse to bear the responsibility of such a preposterous idea that "a cleri-

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A REFERENCE QUESTION SIMPLIFIED

To the Editor of the LIBRARY JOURNAL:

I was interested in Miss Mann's presentation in the September JOURNAL of the method used by a research worker to discover material on the sulphur beds of the island of Saba. The elaborate method followed was doubtless logical but I am sure many of our insistent and sometimes rudely impatient readers would not have meekly waited for us to make the thoro analysis there presented, resulting in "two sets of figures" and a "plotted curve showing a peak" as a point of departure.

Five minutes consultation of the Encyclopaedie van Nederlandsch West-Indie (Benjamin and Snelleman, 1914-1917) would have been sufficient to show the date of the earlier workings in question, 1876, as well as that of the later development in 1903-1905.

Scientific methods in research work are all very well but a wealth of material from which to draw upon and that properly brought out, is of vastly more importance, where time and money are to be considered.

ROBERT J. USHER, *Reference Librarian.*
The John Crerar Library,
Chicago, Ill.

CURRENT LITERATURE AND BIBLIOGRAPHY

Catholic School Interests for June is a Catholic Library number, containing contributions from Rev. William Stinson on "Library Gleanings in Transit" from Boston to the Library of Congress; on children's reading clubs, by M. Gertrude Blanchard, of Pittsburgh; on the Catholic Reader's Guide to Periodical Publications, already discussed at meetings of the Library Section of the Catholic Educational Association, and on the library and social welfare by Dr. John A. Lapp. Rev. Henry H. Regnet writes on "The Religious as Librarian," and William S. Merrill, of the Newberry library, discusses some ideals of Catholic librarianship.

Directions for covering pamphlets and magazine articles and for the care of similar fugitive material used in teaching, with lists of necessary materials, are given by Helen L. Price in *University High School Journal* for June (58th and Grove sts., Oakland, Calif.). The cost of equipment and supplies in Miss Price's list is less than $25, a paper cutter and stapler being the most expensive items. Miss Price also discusses the mechanics of a book project, resulting in a production of a finished book, ranging from rules for the order of contents in a well-made book to illustration, stapling and binding.

Suggestions offered by the Denver (Col.) Public Library for improving service to Denver Public Schools have been issued by the Schools as monograph number nine, and teachers in the schools have been requested to become familiar with its contents, and to follow the suggestions as closely as possible in making use of the facilities of the library. The library in particular requests that the teacher give the pupil simple and specific wording of the topic, and that sufficient notice be given the library so that it may not be called upon, for instance, for non-existent material or material that needs censorship before being handed to young people.

Manhattan and the New York Public Library share the star rôle with the small hero "Nicholas" in Anne Carroll Moore's new book of that name (Putnam, 331p., illus., $2). Of all the many and mouth-watering parties held in the story the biggest was that in the library, with a banquet in the Main Reading Room, a literary circus in the Central Circulation Room, and the oldest fairies in New York dancing, by invitation, on the roof. But, as the sub-title indicates, it is a Manhattan Christmas story, and so fascinating does it make the city seem that it will certainly reawaken Miss Moore's childhood desire "to see New York and spend a Christmas there" in its readers, grown-up or juvenile.

Dedicated "to the librarians of America, in gratitude for countless kindnesses," May Lamberton Becker's "A Reader's Guide" has been published by Holt (374p., $2.75), and puts between covers the answers to questions most frequently asked of Mrs. Becker when she was the "Reader's Guide" of the literary section of the *New York Evening Post.* The topics covered include "Is There a Novel About —— ?";Writing and Writers; The World Tour; Time Past and Present; The Arts and Graces; Children and Education; Religion; and The Drama, ending with a word of advice on building a personal library and a marvellously succinct index.

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